VOLUME 3 NUMBER 1

# THE CENTRAL STATES SPEECH JOURNAL

DECEMBER 1951

MESSAGE FROM THE PRESIDENT

ORAL COMMUNICATION IN TODAY'S WORLD . . *J. Martin Klotsche*

TRUEBLOOD OF FULTON AND TRUEBLOOD . . *Loren LaMont Okey*

MAKING PHRASES AT EACH OTHER . . . . . *Irving J. Lee*

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CHARLES LAUGHTON ON ORAL READING . . . . *Lionel Crocker*

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SUMMARY OF PROCEEDINGS: 1951 CONVENTION . *William L. Sattler*

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CENTRAL STATES SPEECH ASSOCIATION

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TO THE CENTRAL STATES SPEECH ASSOCIATION:

In the coming years the crises in education and the problems in speech training are going to be accentuated by the international and national strains and pressures. Dealing with these problems in our profession calls for greater unity and coordination of our efforts than ever before. From every side we face the dangers of division and duplication of effort. The best antidote to these dangers is a solid front in our professional speech associations.

Our association is the largest of the regional groups. We have pioneered many of the programs and methods in our field. Much of this has been accomplished through the cooperative efforts of the whole membership of our association. We have developed a wonderful team composed of many special interests and skills. Now is no time to falter in our teamwork.

In every area of the speech field, from the highly specialized science to the highly specialized arts, we take pride in our common aims and our common causes. In spite of the fact that our field now covers many special areas that demand the whole and undivided efforts of experts, we are still all concerned with an ultimate product of good speech. The history of our growth is a testimony to the value of unity and integration toward this end.

In recent years some groups within our organization have indicated that they felt left out in our planning and publication. It is our duty to *eliminate* any *cause* for such a feeling. The program of our asociation is open to *all areas of speech*. It should continue to weld the many parts together into a powerful professional unit. Let us not forget the experience of other professional groups who have faltered and failed because they allowed themselvs to disintegrate so that the parts were more important than the whole. We have a common tradition and a common future. Our strength will come from unity.

There is a place for every part of the speech field on the program of the 1952 Convention at Tulsa, Oklahoma, Hotel Mayo, April 18 and 19. Every person concerned with any area of speech in our Central States area should plan now to attend this meeting. Our convention this year will provide sectional meetings, seminars, workshops, demonstrations, and special sessions aimed at developing interest and stimulating our work.

The 1952 Convention will attempt to demonstrate some of the values of coordination. Don't miss it.

JOHN W. KELTNER, *President*

The Central States Speech Journal

VOLUME 3 NOVEMBER 1951 NUMBER 1

# ORAL COMMUNICATION IN TODAY'S WORLD

J. MARTIN KLOTSCHE

We are living in a world of power and because this is so we are inclined to judge our part in that world almost entirely in terms of the massing of our physical strength against real or potential aggresion wherever it may occur. But in so viewing the present crisis we lose sight of the real nature of the conflict in which we are engaged for it is in essence ideological in nature. In this conflict two opposing ways of life are being offered to the peoples of the world with both sides making a determined effort to convert others to each one's faith. If then we view the present struggle as one involving not only a preponderance of power but also as an ideological one, then the challenge to teachers of speech should be clear. For in such an ideological struggle the skill and success we achieve in communicating our ideas to others and in turn the skill which our adversaries demonstrate in communicating their ideas to the peoples of the world can be decisive. It is appropriate therefore for us to view the role of oral communication in the contemporary world.

Oral communication is being used today in at least four different ways. It has in the first place been and is being used as an instrument of tyranny. Speech to be sure can be used to preserve our democratic institutions but it can also be used to destroy them. We have had adequate testimony of this fact in recent years. In Nazi Germany a small group of willful men possessed a monopoly of communication and thus through persuasion and coercion were able to force conformity and orthodoxy on the people of Germany by denying to them the right to differ with authority through debate, counter-argument or free and unshackled discussion. We are seeing a repetion of this same pattern in an even more systematic form today in the Soviet world where the terroristic methods of the police state have deprived all citizens of the freedom of expression and thought. This is not the first time in history that an effort has been made to impose a uniform pattern of thought upon the peoples of the world. Yet in its ruthlessness and singleness of purpose there is no parallel in the history of mankind. For the Soviet leaders have established the most all-embracing system of mind control yet known to man, liquidating and purging those who insist upon being different and in the process destroying criticism, penalizing idiocyncracy and destroying all semblance of creativeness. Thus we have witnessed in the contemporary world many examples of the way in which speech can be used as a successful instrument of tyranny.

But speech can also be used as an instrument of deception. Here again the Soviets offer a supreme illustration. Examples are legion of their skill in making ignorance seem a virtue, falsehood truth and prejudice a means to power. Thus through exageration, insinuation, outright de-

J. MARTIN KLOTSCHE *is president of Wisconsin State College, Milwaukee.* *This paper was presented at the opening session of the* CSSA *convention, April* 20, 1951.

ception and by generalizing on isolated weaknesses they have succeded in discrediting us and in undermining our prestige all over the world. Many of us witnessed manifestations of the Soviet "big lie" on our television sets last summer when at Lake Success the upsidedown language of the Soviets gave to the rest of the world a shameful distortion of our objectives and intentions.

One is reminded of *Alice in Wonderland* who was advised by the queen to believe in impossible things. Alice replied that she had tried but had found it impossible to do so. To this the queen replied: "Alice, you have not tried hard enough. When I was your age I practiced over and over again and finally I was able to believe in at least six impossible things before breakfast." The Soviets are trying to get peoples of the world to believe in at least six impossible things before breakfast.

Nor should we fail to recognize the fact that speech as an instrument of deception can be very effective. If in fact truth were the only basis for the acceptance or rejection of ideas then certainly the Soviets could not have achieved the success that they have. In the case of Korea, for example, they were so successful in capturing the minds of the people that they even succeded in getting the North Koreans to do the fighting for them. Conversely by calculated distortions and falsehoods the Soviets have succeeded time and time again in placing us in a most unfavorable light in Korea. In fact it is amazing that with the powerful ideas we have at our disposal that we should have received so many setbacks in the arena of world opinion. Certainly our ideas should have a stronger appeal to others than do those of the communists. Yet we have seen time and time again how speech as an instrument of deception has served the Soviets well.

Speech can also be used as an instrument of self-congratulation. Harry Overstreet in his book, "Town Hall Comes To Town", concluded that the most devastating kind of mental life imaginable was when an individual conversed only with those who agreeed with him in his particular point of view. There has always been a temptation for us to narrow our conversation to those who are in complete agreement with us and to by-pass those who disagree with us. But in so doing we allow the area in which the mind can operate to become smaller and smaller.

We are at the present time entering into one of the most significant debates in the history of American foreign policy. There is already a strong inclination on the part of many Americans to seek out only those who agree with them. Yet one of the greatest opportunities will have been lost to the American people if in the reformulation and redefinition of American foreign policy we will have refused to communicate our ideas freely to others and will have failed to listen attentively to others even if their views are not ours. We must see in oral communication then a device for merging different points of view, of compromising, of accomodating and of collectively arriving at solutions to our problems through high quality discussion.

Thus it should be suggested that speech can also be used as an instrument of enlightenment. Norman Cousins, Editor of *The Saturday Review of Literature* in returning from a trip to the Orient relates his encounter with the finest conversationalist that it was ever his pleasure to meet. In a small village not far from Calcutta, Mr. Cousins met the

leading citizen of the village who was renowned for his knowledge of religion and philosophy and who spoke to him through an interpreter. So impressed was Cousins with the quality of that conversation that he expressed the hope that he and his friend would be able to continue their friendship by correspondence. The village interpreter stammered the following reply to Cousins: "Our friend is deeply honored at the suggestion that you and he correspond but regrets that he is unable to do so as he has never been taught how read or write. He would be glad to correspond through a translator but there is no one in this village or the next who is qualified for such work. But he is grateful indeed for your kind thought." Incidents such as these were repeated at least a dozen times during the course of Mr. Cousins travels in the Orient. Each time he had the same feeling of momentary shock but finally was forced to conclude that the art of oral communication made it possible for people illiterate in the commonly accepted sense of the word to posses knowledge, insight and understanding.

Teachers of speech have a real opportunity then to develope oral communication as an instrument of enlightenment. To do so, however, speech must first serve the interests of truth for only in so doing can man be made free. Joseph Goebbels, Minister of Propaganda in the days of the Nazis in his recently published diary suggested that there were two kinds of truth—poetic and concrete. He defined concrete truth as real truth while poetic truth was a necessary amplification of the real truth. In elaborating further upon this matter he said: "We are helping the public when we call the imagination to our aid in certain cases where the record of facts is for some reason incomplete." Too many of us today are calling the imagination to our aid to complete a record where existing facts are incomplete.

Aldous L. Huxley in his final address as Director General of UNESCO made some pertinent comments in this regard in a speech delivered in December, 1948. Mr. Huxley suggested there were many ways to think of power. It could be thought of, he said, in terms of the power of the soldier, based upon sheer naked force. But there is also the power of the policeman based not only upon force, but also on a sense of justice. Then, he said, there is the power of the witch doctor, based upon skillful use of supernatural sanctions. There is also the power of the propagandist, based upon the user's ability to arouse people's emotions and to manipulate their passions. But finally Mr. Huxley concluded there is also the power of wisdom and truth which holds that people because they are rational beings should be told the truth, explaining to them why it is the truth. Oral communication, then, insofar as it seeks truth and is effective in communicating that truth to others can serve as an instrument of enlightenment.

But truth alone is not enough. Words must be related to meaningful action. Obviously we must do more than hurl down an avalanche of words. For words must be related to ideas in which we believe and ideas we practice as well as preach. In this regard one of our great difficulties today is our failure to determine what it is we wish to communicate to others. There was a time in our history when we knew what we wanted to be. Not only were we clear about our purposes but we were successful in stating our purposes in

some of the most contagious prose of all times. But that capacity to inspire others seems to have left us. We have become impatient with theory, with reflection and with the communication of ideas. As a result we are finding ourselves today in many parts of the world spiritually and morally isolated because we have failed to re-express ideas in which we believe into a contemporary idiom that can be understood by the free peoples of the world.

In fact the telling of our story to other peoples is being heard only in whispers today. General Eisenhower concluded that what we needed in this country now is a new kind of general staff composed of high ranking propaganda experts and technicians of persuasion. Elder statesman Baruch had this same idea in mind when he pointed out that we needed a body of thinkers to bridge the gap of ideas which exists everywhere in the world today.

It is in fact more important than ever before that ideas be expresseed cogently for other people to hear for the traditional processes of diplomacy have become outmoded. We are in short entering an era of peoples speaking to peoples. In the past statesmen conducted foreign relations and diplomatic negotiation without much consideration of public interest. But this is no longer the case for peoples all over the world (except in Iron Curtain countries) are exerting an increasing influence in foreign affairs. Even in the underdeveloped areas of the colonial world native populations are demanding a direct voice in the determination of their future. Thus we can no longer consider foreign policy the exclusive monopoly of a small group of officials who sit around a table engaging in the usual diplomatic niceties on the asumption that the man in the street is incapable of understanding foreign policy. The preamble to UNESCO constitution has eloquently suggested that wars do not begin as formerly thought in the official acts of sovereign states but in the minds of men and it is there too that the defenses of peace must be constructed. The need for new methods of communication should be clear. The protective language of diplomacy must be replaced by a new language capable of inspiring peoples to strive for human improvement and betterment.

In this regard teachers of speech have an unparalleled opportunity if they will seize upon oral communication as an instrument of truth and enlightenment. For the ultimate issues of the day will not be decided by the atom bomb or by highly mechanized armies but rather by the ideas which have the power to capture the imagination and satisfy the desires of peoples throughout the world. History has demonstrated time and again that ideas are more powerful than weapons. Ideas, in fact, can be weapons.

In short communism has little appeal to the peoples of the world. Men do not long for the police state, for forced labor, or for the kind of tyranny that finally drove Jan Masaryk to his death. Communism is strong in those respects where we are weak. We must, therefore, boldly advance ideas and communicate them in understandable fashion to other peoples for in so doing there is a good chance that we can carry our ideas of freedom in that part of the world which is still free. Eventually we may even succeed in carrying our ideas of freedom into that part of the world which is not yet free.

# TRUEBLOOD OF FULTON AND TRUEBLOOD

LOREN LAMONT OKEY

Last June a memorial service was held in the First Methodist Church, Ann Arbor, Michigan, for that ninety-five year old pioneer of speech, Thomas Clarkson Trueblood. I personally had not been acquainted with this man for a great length of time. In fact I had only known him since 1946. But during that time I was privileged to go to his home on East University and Hill street, and sit in his study and to interview him week after week. In that interim I learned a great deal about him and above all, to respect him for his sincerity, his love for his profession, and his "spirit of mission."

Trueblood was a birthright Quaker. He was born April 6, 1856, near Salem, Washington County, Indiana. Young Thomas was the next to the youngest of nine children. His recollections of his early life were dim. However, he recalled that:

> (They had) . . . duties at home of nights and mornings feeding the cattle and horses, milking the cows, "getting in" the wood and kindling, helping to carry in to the five-foot fireplace the big beech backlogs that formed the background of the huge fire that was necessary to keep the big sitting room warm. The house was old and there were many cracks through which the cold was drawn by the strong current—up the chimney.
>
> On winter evenings we gathered round the open fireplace before the great blaze of logs . . . Great was the fun and frolic on such occasions until "study hour" was called at eight o'clock when Father would call for the Bible and read a few verses of Scripture and after silent and sometimes vocal prayer for a season, some of us would bring up the big writing table to the center of the room and we would gather around it to prepare our lessons for the next day. Those were days of mental growth and character building and that self discipline so necessary to success in life.[1]

In his youth one of the greatest influences upon young Thomas was Quakerism. Even in later life when he had joined another church (Methodist), he did not give up the tenets of the Quaker religion and many times he said to me, "I'm still a Quaker at heart." Early in life he had been taught to go to church faithfully on Fifth Day (Thursday) as on the Sabbath. His father and mother were both elders in the Church and sat on "the high seats" in front.

The formal education of Thomas C. Trueblood can be divided into four phases; namely Blue River Academy, Normal School, Earlham College, and private elocutionary training. The Blue River Academy days provided an opportunity for him to be "put forward on exhibition days as the best reciter in the school."[2] The normal school prepared him for teaching, which, in turn, helped him to prepare others for essays and declamations. Earlham College provided, through the Ionian Society, occasions for him to recite, which ultimately resulted in his determination to become a reader and perhaps a teacher of elocution. Finally, the private tutelage under elo-

LOREN LAMONT OKEY *is an Instructor in Speech at the University of Michigan. His doctoral dissertation was "A Descriptive Biographical Study of Thomas Clarkson Trueblood."*

cutionists of renown, S. S. Hamill, James E. Murdoch and Charles John Plumptre, helped him to find and secure his place in the area of elocution.

In various interviews with Trueblood, the one regret that he expressed was that he had not taken time to earn a college degree. As he often said, "I was too busy teaching elocution and I didn't get the encouragement to further my education like young people do today."

It was while he was studying under S. S. Hamill in Jacksonville, Illinois, 1878, that Trueblood met Robert I. Fulton. Here is Trueblood's account of that meeting:

> Mr. Fulton was teaching at New Berlin, Illinois twenty miles from Jacksonville and on Saturdays through the year he had been coming in to the city to take lessons of Prof. Hamill. His school was about to close and he wrote Hamill that he was coming to Jacksonville to continue his work in private and through the Summer Session. He wanted to know if he would find him a place to room. Hamill applied to me at once to know if I would take him in to room with me. He spoke in highest terms of him and ventured to say that he though we would be quite congenial. I answered that I should rather meet him first and would then decide.
>
> The next Saturday about May 20, he came in for a lesson. I had just had my morning lesson, that Saturday, and was on my way to my room. I had to pass Hamill's house. Miss Alice Hamill was playing croquet with a tall, handsome gentleman. She called to me to stop a moment and she brought Mr. Fulton over and we shook hands cordially across the low picket fence. I was greatly pleased with him at the first and when at the suggestion of Mr. Hamill he asked if he might come and room with me I gladly consented and this was the beginning of our David and Jonathan friendship of so many years.[3]

It is interesting how both Fulton and Trueblood had had similar experiences before they met. "Both had lost their fathers, and were devoted to . . . (their) widowed mothers. Both had been thrown on . . . (their) own resources before receiving . . . (their) college degrees.[4] . . . Both had already given recitals . . . both had taught three years. . . ."[5] With these experiences in common the two seemed to grow into each other's lives.

After studying with Hamill for about a month, Fulton and Trueblood "formed a partnership and . . . drew lots to see whose name should appear first in the firm. It fell very properly to the older of the two and . . . became Fulton and Trueblood."[6] Joint recitals followed, then the eestablishment of the Fulton Trueblood School of Oratory at Kansas City, "the double barrel business of authorship"[7], small flights from their cote to give short courses of lessons in elocution to colleges and universities which established them as extensive itinerant teachers, and during all of this activity they both became prominent personages in the National Association of Elocutionists (the S.A.A. grandfather). For twenty years they were connected with its administration in some capacity. For thirty-eight years Fulton and Trueblood were associated with one another. Indeed ". . . the soul of Jonathan was knit with the soul of David, and Jonathan loved him as his own soul."[8]

In November, 1884, Trueblood came to the University of Michigan

and secured permission from President James B. Angell to organize short-term courses of classes in elocution. The University was to furnish a room, heat, and light, but Trueblood was to charge the fee for his services. This first course was successful and led to further pupil-paid courses. These continued up to 1887 when Trueblood was hired by the Regents of the University on a "one-half Law-Literary basis" for one semester of the school year 1887-1888.[9] Before returning to the University to fulfill this assignment, Trueblood went East and visited several colleges and universities "to see what was being done in oratory . . ."[10] On his return from the trip, he determined to make his courses "worth as much for credit, hour by hour, as other course offered toward the university degree."[11] From this time on Trueblood "relegated" elocution to the rear and introduced and emphasized courses in self-expression and interpretation.

The courses he introduced at the University of Michigan proved successful, and a Department of Elocution and Oratory was created to meet the demands of the students. Trueblood was then appointed a full Professor of Elocution and Oratory and became the first to hold such a chair in a "large" university.

Up to 1903 Trueblood handled the courses by himself, but the demand increased and additional personnel had to be added. During his time at the University, the Department of Speech grew from a single course to sixteen courses—from a one man department to a department consisting of nine members.

On August 12, 1926, Trublood's active service as a teacher closed at the University. He was made Professor Emeritus of Public Speaking and became, as he called himself, "a S. S. R. (Subsidized Son of Rest)". Thus closed his fifty-one years of teaching; forty-two of which were devoted to the University of Michigan.

Trueblood was influenced in his teaching by S. S. Hamill and James E. Murdoch. The basic principle, which he taught, "high bred conversationalism as the best type of oratory."[12] was not original with him, but was deeply impressed upon his students and required of them. He insisted that they use a "sit-down tone in a stand-up position."

Trueblood's main courses of instruction were: Extemporaneous Speaking, Great Orators, Shakespeare Reading, Oral Discussion, and Debate. In each he had carefully planned lessons and followed them to the letter. He was interested in oratory, and he put forth much energy and interest in developing orators and debaters. Trueblood spent literally hours "pruning" a debater or orator for an intercollegiate contest.

He was a demanding and an inspirational teacher, and was interested in his students and expected the best from them. Senator Beveridge said he was "by far the foremost teacher . . . (of speech) in the United States. . . ."[13]

As a teacher Trueblood was greatly loved and respected. His physique and general personal expression were impressive. In the classroom he encouraged that natural dignity and ease of bearing and movement which he himself possessed. He was primarily absorbed in his students and the worthwhileness of his subject. Many of the former members of his classes mention the vigor, enthusiasm, self-assurance and personal force exhibited in his teaching. He made a definite and lasting impres-

sion upon all who came in contact with him.

As early as 1895 Trueblood was recognized as one of the fifty leading men elocutionists by *Werner's Magazine*. For approximately thirty-five years he was very active in recital work, "his readings being taken from the best literature with special attention to Shakespeare."[41] His plan of arrangement was to recite the principal scenes of the play and narrate what he called the "whoop 'em up" and unimportant parts. He felt that "a recital should be the highest form of public speaking."

In addition to his recital work, he made speeches. For the most part his speeches were straightforward and direct. He considered that his most popular speeceh was "The World's Great Orators" and that his most popular recitals were "Hamlet," "Ingomar," "The Passion Play," and "Mark Twain." Trueblood used his recital work and speaking as a means of paying the way for world tours and for short trips to various parts of the United States, but he was also interested in advancing the cause of speech, particularly, in countries where speech was not a part of the school curriculum or where it was not receiving academic credit.

The organization of several associations and leagues, which had as their general aims the elevation of standards of college oratory through contest and the bringing about of recognition for public speakers, can be traced directly to Trueblood. Such organizations were: Michigan Oratorical Association, Northern Oratorical League, Central Debating League, Delta Sigma Rho, Midwest Debating League, Sigma Delta Phi, and the Triangular League for Women Debaters.

But Trueblood's organizational genius was not confined to his own field. He was instrumental in helpi to organize on the campus the fi faculty baseball team, Faculty Te nis Club, the Ann Arbor Golf Cl and the Varsity Golf Team of t University of Michigan. These o ganizations were in many respe responsible for Trueblood's bei recognized as an outstanding coa in golf as well as speech. He coac ed the Golf Team of the Universi for thirty-five years without a ce of pay. It is little wonder that became known as "Father of Gol and "Coach Emeritus".

The "locomotive" yell, which used at nearly every college a high school today, had its birth in manner revealed by the late Fieldi H. Yost:

> "We were taking a football tri back in 1906 . . . We had change trains and, while at t station, a freight pulled out. I n ticed that Trueblood was taking a active interest in the locomotiv and after the train had pull away, he came over to me a said: 'Do you know, Coach, I thi we could devise a yell, patterne after the noise of a locomotiv starting slowly and increasing tempo.' "
>
> Trueblood worked out such a ye and it replaced the shorter Mich gan 'rahs' within a few weeks. T following year it was copied many of the other colleges and present is used by nearly a schools.[15]

A little known fact is that t University's right of eminent domai stemmed from a suggestion by Tru blood to Charles C. Simons. T matter was presented to the const tutional convention for the revis of the constitution of the state Michigan in 1908 and passed. Pr viously the University did not ha such a right.

In recognition of service to the University and the field of speech, Trueblood was the recipient of various honors. In 1921 his honor debaters and orators raised a fund to have his portrait painted and presented to the University. Along with this the Trueblood Fellowship Fund was created and was presented to the University at the same time as the portrait. This was the year he received an honorary degree of Doctor of Literature from Earlham College.

In 1925-26 the National Association of Teachers of Speech recognized him for his pioneering in the field of speech at their convention, and as a token of appreciation and esteem presented him with a handsome volume of Shakespeare. From 1931-41 he was president of the Alumni Emeritus Club of the University of Michigan. This position he considered as a great privilege and honor.

"In grateful recognition of more than half a century of distinguished service to the cause of education,"[16] Trueblood was elected Honorary President of the National Association of Teachers of Speech for the year 1941. He was granted the same title by the Michigan State Association of Teachers of Speech and the Northern Oratorical League.

In 1942 Trueblood was the honored guest at ceremonies commemorating the Fiftieth Anniversary of the founding of the Department of Speech at the University of Michigan. At this occasion he was presented a bound volume containing one hundred and twenty-eight letters from some of his former students and friends.

The Nineteen Forty-eight Ensian was dedicated to Thomas Clarkson Trueblood. Its feature article began:

> If a single man could represent Michigan's great traditions, its vital history, past, present, and future, that man would be Thomas Clarkson Trueblood. For sixty-three years the six-foot, two-hundred pound athlete and scholar has been a symbol of Michigan's best interest and accomplishments.

Such were the honors paid to Trueblood. In his case, the Biblical verse, ". . . A prophet is not without honour, but in his own country, and among his own kind and in his own house," was not borne out, for many tributes were given Trueblood in his own department, in his own university, and among his own people.

Trueblood for many years made an annual winter sojourn to Bradenton, Florida. On his return trip to Ann Arbor, April 5, 1950 he fell at his daughter's home in Tryon, North Carolina and broke his right hip. He was taken by ambulance to Greenville, South Carolina, about fifty miles from Tryon, and operated on at midnight. Two days later he was transferred to the Tryon Hospital, and shortly thereafter flown to St. Joseph Mercy Hospital, Ann Arbor, Michigan, where he remained until the first of November when he and his attending nurse flew to Bradenton, Florida for the winter. While there he spent practically all his time in a wheel chair, but occasionally would walk a few steps. On June 4, 1951 he passed away as a result of a heart attack. His body was cremated and the ashes were returned and buried in Forest Lawn cemetery, Ann Arbor, Michigan.

Trueblood, an individual of positive character, brought his great interest in students and his unquestioned ability as a teacher to bear upon a field in education of vital concern to him. He knew what he wanted to develop and he worked toward that end. And whatever he attempted was pervaded by an intangible qual-

ity which one can only call a "spirit of mission."

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# MAKING PHRASES AT EACH OTHER

IRVING J. LEE

At odd moments between 1947 and 1950 I have asked people in and around Chicago how they felt about speakers and speeches. I had planned to call my inquiry "The Lecture-Going Behavior of the American Male and Female" but I didn't because it might suffer in comparison with Dr. Kinsey's somewhat more dramatic disclosures.

I have asked 318 adults, one at a time, some 20 questions. The statistically-minded would undoubtedly prefer the data summarized in tables and charts. It seems wiser here to summarize a few of the highlights.

Of speeches heard in a year the high was forty, the low was none, the average twelve, the median four, the mode five. 230 of the 318 heard less than six speeches a year.

Visiting with friends, going to the movies and staying at home are the most liked activities. Lectures and concerts the least.

One half go to speech occasions because they have to, one fourth because they feel they should and one fourth because they want to. 30 per cent are "dragged" by friends or relatives.

Club women and business executives hear more talks than all other groups put together.

40 percent of those who went to a college or university blame their experiences there on their disinterest in lecture-going. Sample comment: "After all, how much can a man take?"

The two speeches they would most like to have heard: Christ's "Sermon on the Mount" and Lincoln's "Gettysburg Address." One man mentioned Joseph Stalin's "Farewell Address."

75 percent would go out of their way to hear a speech by one or more of the following: Winston Churchill, Albert Einstein, General Eisehower, Eleanor Roosevelt, Walter Winchell.

The preference for live rather than radio speeches is twenty to one.

The most interesting speakers they had heard were actors and actresses, clergymen, and college professors in that order. The least interesting were well-known writers, all scientists and most business men.

The more books they read, the more speeches they hear. The more time they give to hobbies and recreational activities the less they give to speeches.

They would rather hear a speech than read a book; but they would rather read an article than hear a speech. If the subject is new and complicated they like to hear about it; if familiar they would rather read about it.

I offer these findings without assurance that they are a fair sample of what would be found elsewhere, or even that they are remotely reliable now that TV is so much with us. I should, however, like to give in freely generalized fashion some of the answers my patient interviewees gave to questions 10 and 12. "Why don't you go to more speeches and lectures than you do?" and "What

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*"Making Phrases at Each Other."*

Irving J. Lee

1. *The questionnaire has been appended to this article.*

is there about speakers and lecturers that you don't like, that you think they ought to correct?"

First, they have had their fill of the dull, lifeless, learned, official-sounding formalism which marks so many public statements. A public relations man recently said "that one of the reasons for Herbert Hoover's return to public confidence is that he has taken to writing his own speeches."

If what I heard is typical, then Mr. Hoover, other public figures, union leaders and corporation chiefs would be wise to pass out copies of the speeches they or their ghosts write. Then they ought to stand up and speak in their own words, no matter how halting or unpolished. One man summarized the attitude of more than half when he said "Maybe I'm dumb or something, but I can't follow those dry speeches. I wish they'd come out and talk to us."

In short, these people have become disenchanted by the impersonal voice behind the manuscript. They want less uninspired essay-reading and more of the ease and spontaneity of men eagerly communicating. They want and they are not getting the kind of speech-making so well described in the textbooks and taught in the classrooms of the men and women being honored at this luncheon—and in this Association.

Second, they want less special pleading and campaigning for vested interests, and more occasions in which thy are effortlessly enlightened. Two out of five of those who now stay at home said in effect that they would go downtown for a lecturer, who, instead of trying to sell them something, would try to help them think through the problems of our time. They miss the intellectual middle-man, the man who can analyze and dramatize the big issues for public understanding. If what they say is true, the 128 who made this point could be lured into auditoriums by men with a reputation for clarity and competence. There seem to be too few counterparts on the lecture platform of writers like Stuart Chase, Albert Deutsch, Lancelot Hogben, John Gunther, Quentin Reynolds, Howard Whitman.

I am not thinking of the kind of man who grinds out the Sunday Supplement perversions, but of a kind of professional craftsman who can take a tough subject, keep it honest, and make it listenable.

Third, they are unhappy about the amount of personalized invective in public debate today. They do not like the mood symbolized by the Vishinskys and McCarthys. They are afraid of the irrationalism of such talk. They want a lot less of the headline-reaching that goes with angry attacks on persons. They think that men of good will, anxious about the welfare of this country, ought to be able to differ in better spirit, that men in high places ought to be able to disagree without so much spiting and distemper.

I am beholden to a program chairman of a Woman's Club who told me that she was not permitted to schedule speakers on controversial subjects. She went on to say, "The women will not come. They think the men are like so many little boys making phrases at each other . . . Oh, what did I say? I mean making faces . . ." I prefer to think that her slip revealed the deeper insight. At least it epitomized the issue.

Now then what does all this mean?

A year ago in his Presidential Address to the Speech Association of America Dean J. H. McBurney showed some concern about "the plight of the conservative" whose voice was but a whisper on the land. I hope

that the Dean will forgive me if I suggest that he may well be knocking on the doors of empty rooms. If he were to marshal the great conservative or liberal names behind rostrums in and around Chicago I am not at all sure that audiences would voluntarily assemble. 260 of my 318 won't be there. And if the President of Associated Steel is booked, he'll have to dragoon his employees, the stockholders or his friends. Mine won't go.

These friends of mine are not lost. They've been alienated. They still sense the magic of the lecture-platform. They still respond to the drama of a man talking. They are disaffected because they feel neglected. They will be reached when men learn the art of talking with them.

Walt Whitman said, "To have great poets, there must be great audiences, too." Maybe the circle needs completing today. To have socially sensitive, responsive audiences, there must be sensitive, skilled speakers, too.

## QUESTIONNAIRE

### How Do You Feel About Speakers And Speeches?

1. How many talks, speeches or lectures (other than church sermons) did you hear in the past year? Is that your yearly average?

2. Where and under what auspices do you hear the speeches? a) club or lodge, b) business or profession, c) local schools, d) election campaigns, e) civic meetings, f) forums or public lecture series, g) benefits, h) other.

3. Do you go to these occasions because a) you want to, b) you feel you should, c) you have to, d) you are "dragged along" by your friends or relatives? Roughly what percent of each?

4. If you had a choice of spending a free evening which of the following 2 would be at the top and which 2 at the bottom of your preferrd list? Movie, Theatre, Game, Lecture, Club or Lodge Meeting, Visiting Friends, Concert, Party, Dance, Staying at Home, Playing a Game.

5. Do you listen to speeches on the radio, or are you likely to turn them off? Do you get more out of a speech when it comes over the radio or when you are in the audience?

6. Would you rather read a book or article on some subject, or would you rather hear a speech on it?

7. Do you think you ought to go to more speeches than you do? Why?

8. What famous men and women have you heard on the platform?

9. What speech which you heard in person stands out in your memory? How do you explain your remembering it?

10. Why don't you go to more speeches and lectures than you do?

11. If you knew nothing about the speaker and if you could go to just one of the following on some evening, which would you choose? a) travel talk with slides or movies, b) debate on some local or national issue, c) lecture on some basic problem in philosophy or religion, d) lecture on someone's specialty, e.g., by a collector, sportsman, traveler, etc., e) lecture giving advice on some means of self-improvement, how to worry less, how to handle children, etc. f) lecture designed to give background or historical perspective, or explanation of some problem in politics, economics, sociology, g) lecture on some aspect of your business or profession, h) lecture on some phase of literature, art, music.

12. What is there about speakers and lecturers that you don't like, that you think they ought to correct? How important are these factors in

keeping you away from speech occasions?

13. Is there any hobby or recreational activity that you give a fair amount of time to? What is it and how much time do you give it?

14. How many a) newspapers and b) magazines do you read regularly? How many a) novels and b) nonfiction books do you average in a year?

15. Are there any speakers alive today you would be willing to go to some trouble to hear?

16. What are the 2 speeches, of all those given anywhere, which you would like to have heard in person?

17. How would you rank the following kinds of people in terms of interestingness when you have heard them speak in public? a) Members of Congress, b) College Professors, c) Generals and Admirals, d) Business Men, e) Actors and Actresses, f) Ministers, Priests, and Rabbis, g) Athletes, h) Novelists, Poets and Playwrights, i) Lawyers, j) Union Leaders, k) Engineers and Architeects, l) Physicians and Dentists, m) Newspaper Columnists and Reporters.

18. Of the types of speeches you have heard which do you get least out of? a) After-Dinner, b) Campaign, c) Special Occasions such as Commencement, Labor Day, Armistice Day, etc., d) Conventions, e) Professional Meetings in the field of your vocation, f) Forums, g) Community Celebrations.

19. What influence on your present feelings about lecture-going do you think is traceable to your years at a college or university?

20. If people in your community were to approach you for help in setting-up some kind of Lecture Series what would you be willing to do?

# COMPETITION AND COOPERATION

R. Victor Harnack

Discussion is frequently termed a cooperative venture, but it must be apparent that often elements of competition enter into discussion situations. Several questions are raised by this assertion: Why do people compete or cooperate? What happens when people compete or coopereate? Which is more desirable? What can be done to alter the way in which people react to a situation? etc. Our present state of knowledge will not permit final answers to these and other queestions about competition and coperation, but the experimental research and observations accumulated in the area of human relations seem to indicate definite directions which may profitably be taken in further study and to suggest answers to some of the questions that have been raised. The purpose of this article will be to summarize briefly the highlights of what is known about the area, especially as it relates to speech work.

The importance of an understanding of the nature of competition and cooperation becomes apparent when we consider the many disputes, controversial articles, discussions, etc. dealing with the desirability of the competitive element in the extra-curricular speech program. Some of the controversialists contend that competition is an essential part of "human nature" and that consequently we should allow students to develop their instinctive bent toward competition. Further, they argue, the "real" world into which the student goes when he leaves school is primarily a competitive one and we would be doing the student an injustice if we did not prepare him to take his place in the competitive sphere. Others contend that man's only salvation lies in working together with his fellow men—i.e., in coopereating with them. There is too much bitterness and strife in the world, they contend, and we should teach people how to work together. In the opinion of the writer, much of the furor has been generated by a lack of knowledge about the nature of competition and cooperation.

One of the most persistent questions in this area is whether competition is a "native" human impulse. Nineteenth-century Darwinianism, of course, held that the "survival of the fittest" implied that all living creatures naturally competed with each other. Some of the earlier studies in this field proceeded upon the assumption that competition was instinctive and then began to answer questions such as: At what age does competition manifest itself in children?[1] During the Twenties and early Thirties, many investigators were concerned with demonstrating the efficacy of competition as an incentive to productive effort.[2] Of course, one of the chief arguments of those who espouse the idea that competition should be retained in the speech program is that competition spurs the students on to greater effort which consequently aids in the development of speech skills.

However, if any phenomenon is to be a basic drive, or a part of "human nature", it must meet at least two qualifications. First it must be universal, and second, it must be unlearned. A glance at the

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descriptions of some of the societies treated in Margaret Mead's *Cooperation and Competition Among Primitive Peoples* should be enough to dispel the notion that competition is an instinctive trait. That is, it does not meet the test of universality. In addition to not meeting the test of universality, it seems that the tendency to react in a competitive or a cooperative way to a given situation is at least partly the result of learning. However, this aspect can better be discussed after competition and cooperation are defined.

Greenberg defined competition as human tendency to excell our rivals.[3] We have already commented upon the "human tendency" part of this definition. At any rate, the definition is based upon a theory of rivalry with a reward for the ego as the goal being sought.

Lewis also sees cooperation and competition as aspects of ego-involvments.[4] She claims that a heightening of ego-demands produces a competitive situation while task-oreintation which involves a dimunition of ego-demands results in cooperation. This definition seems to rule out the possibility that ego-demands can be satisfied in ways other than simply vanquishing the other persons in the situation.

May and Doob offer the following definitions of competition and cooperation:

> Competition or co-operation is directed toward the same social end by at least two individuals. In competition, moreover, the end sought can be achieved in equal amounts by some and not by all of the individuals thus behaving; whereas in co-operation, it can be achieved by all or almost all of the individuals concerned.[5]

Mead defines competition as ". . . the act of seeking or endeavoring to gain what another is endeavoring to gain at the same time." Cooperation is defined as ". . . the act of working together to one end.[6] Both Mead's definitions and those offered by May and Doob are obviously goal-centered in their intent.

Finally there are the definitions which are offered by Deutsch:

> 1. In a *co-operative social situation*, the goals for the individual or sub-units in the situation under consideration have the following characteristic: the goal-regions for each of the individuals or sub-units in the situation are defined so that a goal-region can be entered (to some degree) by and given individual or sub-unit only if all the individuals or sub-units under consideration can also enter their respective goal-regions (to some degree). For convenience sake, the phrase "promotively interdependent goals" will be used to identify any situation in which the individuals or sub-units composing it have their goals interrelated by the characteristic defined above.
>
> 2. In a *competitive social situation*, the goals for the individuals or sub-units in the situation under consideration have the following characteristic: the goal-regions for each of the individuals or sub-units in the situation are defined so that if a goal-region is entered by any individual or sub-unit, (or by any given portion of the individuals or sub-units under consideration) the other individuals or sub-units will, to some degree, be unable to reach their respective goals in the social situation under consideration. For convenience sake, the phrase "contriently interdependent goals" will be used to identify any situation in which the individuals or sub-units composing it have their goals inter-

related by the characteristic defined immediately above.[7]

The definitions given above are not strictly definitions of competition and cooperation, but rather, they are definitions of the social situations which may give rise to competition and cooperation. Perhaps the best illustrations of such situations would be athletic contests in which the members of each team have the promotively interdependent goal of winning the game, but the two teams have a contriently interdependent goal since the victory cannot be shared by the two teams.

The definitions that will be adopted here are as follows: *Cooperation is that form of behavior which results when two or more people perceive that they have promotively interdependent goals. Competition is that form of behavior which results when two or more people perceive that they have contriently interdependent goals.*

Several things about these definitions deserve attention. First, the effacy of such behavior is not considered in the definitions. We have every reason to believe that cooperation and competition are learned activities and the efficacl of the behavior would then be contingent upon the abilities of the individuals and the skill which they possessed. Secondly, the word "perceive" is included in the definition. That is, the goals in the objective social situation may be more promotively interdependent than contriently interdependent, but the individuals in the situation may be unaware of that fact. Thirdly, the definition does not specify that the goals need be the same for all of the individuals in the situation. It is perfectly possible for different individuals to have different goals and still cooperate or compete. For example, in a political campaign, the candidate for office may have his election as the primary goal; a party worker may desire a political appointment as a result of a successful campaign; another party worker may be concerned with getting his name before the public in connection with the campaign; another person may have a bet on the campaign and have the goal of winning the money; etc. Yet they will still cooperate because they realize that none of them can reach his goal unless they all do.

We have defined competition and coopereation, but we have yet to describe the type of behavior which may be expected in a cooprative or a competitive situation. Morton Deutsch studied the effects of competition and cooperation upon group process and found the following behavioral differences between cooperative and competitive groups.[8]

1. More substitutability of action will be evidenced in cooperative situations than competitive situations. That is, if a group is cooperating, the members of the group will not feel that it is necessary to do the same thing that another member is doing if the actions of the other member are moving the group along toward their goal. For example, if a discussion group had the promotively interdependent goal of solving a particular problem and one of the members proposed a possible solution to the problem, another member would not feel compelled to ignore the suggestion and then later come up with the same suggesetion phrased in somewhat different language. If the second member's goal were to gain individual recognition—i.e., if his goal were contriently interdependent with the goals of the other members of the group, another member's contribution would not be acceptable since

that would not move him along toward his personal goal.

2. In a cooperative situation the individuals will react more favorably toward actions of other members than in a competitive situation. That is, if the members of the group were asked to rate the contributions of the other members after a discussion, the members of the cooperative group would tend to rate the contributions of the others higher than those in a competitive group.

3. There will be greater positive inducibility in cooperative than there will in competitive situations. This would seem to follow naturally from the first two items. The individual in the cooperative situation would be more inclined to move in the direction indicated by the comments of other members.

4. More helpfulness will be exhibited in cooperative situations and less in competitive situations. This also seems obvious if we recall that in a situation which is actually promotively interdependent helping another toward his goal would be indirectly helping oneself toward his own goal.

This is admittedly a brief sketch of the behavioral differences between cooperative and competitive situations. There are many other differences, of course, but these other differences are mainly derivatives of the four listed.

To return to our question of why individuals compete or cooperate when faced with a given situation, the fact becomes apparent that few situations, if any, will be purely promotively or contriently interdependent. For example, in a discussion group an individual may have the promotively interdependent goal of moving the group on toward the solution of the problem, but he may also have the contriently interdependent goal of being the outstanding discussant. Will he compete or cooperate? To answer this question, it is necessary to return to our definition of competition and cooperation and to the word "perceive" in the definition. This, the writer believes, is the most important single element in the process.

Most of the later studies in the field have held that perception involves more than sensory awareness of what actually exists. Individuals are not simply passive receivers into whom an accurate picture of the stimulus situation is poured. *Rather, perception may be regarded as a selective process in which we see what we are disposed to see.* Hallowell describes our present position with respect to perception as follows:

> At any rate, in the present state of our knowledge, we have departed a long way from the notion often held by the proverbial man in the street and, to some extent, by nineteenth-century psychophysics, that we literally see with our eyes and hear with our ears; the logical inference from this being that the world is mirrored in the perceiver. The myth of the passivity of the perceiver already has been disposed of.
>
> A more inclusive formulation of the relevant variables involved has led, first to an increasing interest in "behavioral" or "functional" factors of a perceptual organization, past experience, and memory of the individual in contrast with "autochthonous" or "structural" factors "derived solely from the nature of the physical stimuli and the neural effects they evoke in the nervous system", and secondly, to a fuller appreciation of the extent to which non-sensory or directive factors such as purpose, need, value, stress, tension,

etc., are functionally significant in perceiving; and, thirdly, to a consideration of the relation between personality organization and perception.[9]

There seems to be general agreement that when the stimulus conditions are well structured, the internalized afctors of needs, values, group identifications, etc. play a smaller role in determining perception. However, as the stimulus conditions become less structured, the factors which the individual brings to the situation play an increasingly important role.

> In cases in which the objective stimulus situation is well structured, the psychological reference frames and points are compellingly determined by it in some way. The reaction (perceptual, judgemental, etc.) of the individual is regulated by some reference frame or points. But in unstructured ("indeterminate", vague, ill-defined) situations, internal and internalized factors (motives, values, norms, group pressure, prestige, etc.) act as major factors to determine or alter the reaction.[10]

Utilizing this concept of perception, the answer to the question of why an individual will compete or cooperate becomes a bit more apparent. In addition the question of whether our "real" world is primarily competitive or cooperative becomes an academic question. As an example, let us suppose that a man enters a business as a junior executive. Is the situation confronting him primarily competitive or cooperative? How will he react? Obviously he has many opportunities to do either. He can compete with other junior executives for promotion and help the company compete with other companies for sales; but a modern, complicated, specialized business also requires coordination of effort within the company, elimination of waste effort, in short, cooperation. Then the question becomes, not whether the situation is competitive or not, but how does the man *perceive* the situation? His perception of the situation would be influenced by what he belived such a situation *should* be. If he believes that it should be primarily competitive, he will have his own personal advancement as his primary goal. *In order to accomplish his goal he may perform many acts of cooperation*, but the total picture will not be one of cooperation since his goal is contriently interdependent with that of the other junior executives.

To return to the field of speech. it would be perfectly possible to say that a debate was a competitive situation since the nature of the situation is so compelling that the individual's internalized factors will probably have no bearing upon whether he will compete or cooperate. As we have indicated before, however, in a discussion situation the situation is not so well structured that it rules out the possibility of competition.

Most of us would probably agree that the majority of people in the United States, and possibly in our Western Culture, regard competition as a very desirable thing, and in that sense, it may be said that our world is primarily competitive. If we believe that it should be competitive, we will be inclined to view situations in which we have opportunities to either compete or cooperate as competitive situations.

When we raise the question of which is more desirable, the answer must be determined by the effects that the particular type of behavior will have in the situation under consideration. In discussion situations, and in group situations generally, it seems apparent that cooperation would be the most desirable type of

behavior. In addition to the behavioral distinctions listed above, Deutsch found that cooperative discusion groups produced significantly better products than competitive discussion groups. The reasons are obvious. Greater substitutability of action, more helpfulness, etc. would tend to cut down the waste effort and utilize the capacities of the group more effectively. The matter of getting people to discoveer more promotiveley interdependent goals in a group situation offers a challenging area of study and inquiry.

The question is not so easily settled when the matter of the extra-curricular speech program is approached. Studies such as Sorokin's study have reasonably proved that competitive situations will produce a higher level of productivity than the collective situations in which no particular rewards are given for outstanding achievement.[11] The matter is not settled by saying that the tournament is superior to the festival simply because competition is superior to collective situations. It means that a situation providing incentives to greater production is superior to one which fails to do so.

A caution must be inserted at this point and that is that it is a mistake to treat competition and incentives as synonomous terms. Two golfers may go out on the course determined to break par and not necessarily be competing with each other at all.

The arguement that the by-products of the competitive speech program are bad enough to justify dropping the competitive element raises another question of values which is beyond the scope of this article. When we consider that question, we must consider the organization and administration of the speech contests, the directors of the speech departments, etc.

It appears that if we are to solve the problems centering around the extra-curricular speech program, we should ask ourselves questions such as the following: Which of the speaking events are well structured competitive events? Do we *pereceive* some events to be competitive which are actually neither competitive nor cooperative? Have we made any serious effort to find incentives to productivity other than competition? Are we trying to put events such as discusion which are apparently well structured as cooperative events into a competitive framework? If we can answer these and related questions, we may be closer to a solution of our problems.

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# CHARLES LAUGHTON ON ORAL READING

LIONEL CROCKER

Do not be surprised if in the near future you see advertised a book by Charles Laughton on oral reading with an anthology of selections he has tested in his fifty-two one-night stands in which he charmed audiences with the mastery of the art of reading aloud. We teachers do not often have the opportunity to hear from the lips of the performer some of the principles he has learned in the pursuance of his art. But as Mr. Laughton travelled through the country he visited many college campuses and before or after the lecture-recital he relaxed before groups of students and talked freely of what he was trying to do. "Where else could I get a job that enables me to play all the roles? Reading out loud is a friendly thing to do, don't you think? It's like a hot toddy or a warm glass of milk before bed. It brings everyone together as though they were rubbing their hands before a fire."

He arrived on our campus late in the afternoon after a long, hard, fatiguing automobile ride through Pennsylvania and Ohio. He was particular to arrange the details of the auditorium just right. The mike had to be at the right height. The reading stand had to be right under his chin or he would tear his voice out, he told us, in two hours of reading. He asked for a narrow table with a foot stool. We could not get the right combination for him, but found instead a reading stand on a pedestal that would do. For one half of the program he rested his books on the stand and supported his bulk on it. Evidently Charles Laughton left nothing to chance. His lecture tour is successful because he is serious about what he is doing.

We would like to have arranged a dinner for him but he wished no social attention before his appearance although he did enjoy a small reception after the lecture-recital for students interested in the theatre. Mr. Laughton was pleasant to deal with, chatting easily with all his admirers. This social hour after the readings was like a seminar in interpretative reading. Many of his observations on reading aloud, made with students sitting at his feet, in a faculty member's living room, will find expression in this paper.

Our chapel seats 1400 and was packed with 200 more wedged in here and there and everywhere, sitting on the floor before the platform and standing along the walls. Many were turned away. At 8:15 Charles Laughton bounced out on the platform desiring no introduction, with his arms full of books, which he placed on a table near the reading stand, like an amiable college professor. He hitched up his trousers, smiled his boyish smile, cleared his throat and advanced to the microphone. His "Good evening, Ladies and Gentlemen," was greeted with applause. He was more than welcome.

He thawed his audience further with several humorous verses like this one:

Willie in the best of sashes
Fell in the fire and burned to ashes.
By and by the room grew chilly
But no one dared to poke up Willie.

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The audience caught the twinkle in his eye and knew they were in for two glorious hours. He graduated from nonsense verses to fables by Thurber and Aesop. The audience laughed heartily over the wit of both which Mr. Laughton brought out. Thurber, Mr. Laughton observed at the "seminar" holds up with an audience.

Next he recited from the book the love poem "To His Coy Mistress" by Andrew Marvell. Note how the selections become a little longer each time. The attention span of the audience was gradually being lengthened. Mr. Laughton explained to us in the "seminar" that this was the only love poem he could read with any success before a large audience. The sonnets of Shakespeare might be read to a small, intimate group where individuals may be recognized as individuals, but before a large audience, where individuals melt into the composite, the selection must have much variety, must continually shift its focus like a movie camera. There were no duds in his selections: they all exploded. Everyone had been tested. He experimented in reading to an audience during the war. He told us at the "seminar" that he had been working on this particular tour for seven years. Most of the evening's selections had been recorded. Many of his friends predicted that he could not hold the attention of a large audience for two hours by reading . What a satisfaction it must have been for him to hold 3500 listeners at the Academy of Music in Philadelphia! From Granville he was going to Athens, to Zanesville, to Oberlin, to Bowling Green, to Delaware. The tour was to close December 20 so he could be home by Christmas. Undoubtedly there will be many more tours!

After reading "To His Coy Mistress", Mr. Laughton got a generous laugh by observing that, although young men today went to engineering schools and business administration schools to learn practical subjects, nothing could be more practical than Andrew Marvell's advice on how to make love. He added, "I hope he got her."

The next selection by Thomas Wolfe entitled by Mr. Laughton, "Trains and the Moon" was a 12 minute adaption pieced together from *Of Time and the River*. The paragraphs which deal with trains were skillfully woven together. The reading begins,

> "Then the moon blazed down upon the vast desolation of the American coasts, and on all the glut and hiss of tides, on all the surge and foaming slide of waters on lone beaches." The word pictures are evocative. "Alone, alone now, down the dark, the green, the jungle aisle between the dark rugged snorings of the sleepers. The pause, the stir, the sigh, the sudden shift, the train that now rumbles on through the dark forests of the dream-charged moon-enchanted mind its monotone of silence forever: Out of these prison bands of clothes, now, rip, tear, toss, and haul while the green-curtained sleeper moves from jungle depths and even-pounding silence of eternity—into the stiff white sheets, the close, hot air, his long body crookedly athwart, lights out, to see it shining faintly in the coffined under-surface of the berth above —and sleepless, Virginia floting, dreamlike, in the still white haunting of the moon . . ."

This reading gave Mr. Laughton endless possibilities for changes of

pace, of melody, of emphasis and of voice quality. The rhythmical effects of freights and passenger trains rolling and puffing through the night caught by Thomas Wolfe were effectively brought out by the reader. There were no laughs in this passage. Mr. Laughton thus quieted the audience down for the 32 minute adaption from the *Pickwick Papers*. L

In his article "Storytelling" in the *Atlantic* for June, 1950, Mr. Laughton gives the history of this reading from the *Pickwick Papers*.

> Way back in the late twenties at the Haymarket Theatre in London Iwas rehearsing a play which was called *Mr. Pickwick*, founded on Charles Dicken's *Pickwick Papers*. We were rehearsing the famous Christmas scene at Dingley Dell farm—the scene of the mistle toe and the wassail and the old lady and the fat boy and the blazing fire and the dancing—and I found that I and it were dull and spiritless. Over the weekend I went to visit my home town and during the train ride to Scarborough and back I reread Dicken's book, and the language jigged and swirled and was breathless and peaceful by turns, and I remember thinking, even that long ago, that Dicken's text was complete of itself and that the mistake of our play was that it could not be transferred to any other medium without taking away its excitement. And I remember thinking then that I would like to work on this passage and read it aloud many times so that I could convey to people what Dicken's text did to me.

This passage formed the climax of the first half of the lecture-recital. It is from Volume II, Chapter VIII of the *Pickwick Papers*. "A good- natured Christmas Chapter, containing an Account of a Wedding, and some other Sports beside: which although in their way, even as good Customs as Marriage itself, are not quite so religiously kept in these degenerate times." This reading was a nice contrast to the Thomas Wolfe selection. Here there were characters, drama and humor. He created characters by means of voice and pantomine. I examined the reports of Mr. Laughton's appearance in the *Ohio University Post* and the *Ohio Wesleyan Transcript* for the student reaction.

The *Post* reported::

> All these little glimpses of life were brought to a stage last night by little more than a man's voice. No music, no setting—just Laughton in horn-rimmed spectacles, rubbing his hands, stamping his feet and leaning forward on his iectern.

The *Transcript* reported:

> From Wolfe, Laughton wen to Andrew Marvell's "To His Coy Mistress," a love poem from which he extracted every bit of feeling it contained. Then to Dickens; an excerpt from the "Pickwick Papers" concerning a Christmas party. Again the Laughton voice dominated all. It felt the words of Dickens in the same way an antiquarian fondles a relic. The deep, now-rumbling, now caressing voice curled around the words, patted them, bit into them and endeed by throwing them in violent cascades about the ears of the audience.

Laughton made faces to suit the Dickensian characters. He has complete ease of body, hopping, simering, kicking, sneering when it is called for to round out a character. His reading and

acting created a powerful empathy in the audience. Laughton made a face and the crowd imitated it involuntarily.

As the college reporters point out, Laughton c r e a t e d characters by means of voice and pantomine. On the line, "So she smoothed down the lavender-colored dress again, and turning to Mr. Pickwick said, "Ah, Mr. Pickwick, young people was very different when I was a girl." Laughton smoothed down his coat. He made us see the fat boy by posture, gesture and voice. By rubbing his hands together and stamping his feet he made us feel cold. Laughton made the comment to his audience that Dickens in his way achieved his effect of the carriage moving over the frozen earth in the same way that Thomas Wolfe secured his movement of the rtain through the night by selection of words and rhythms. Rhythm to Laughton is extremely important. On the tour to the various colleges he met with many groups. This account of his working with rhythm with college actors was given in *The Oberlin Review*s

> Giving Oberlin's budding actors a pleasant and instructive surprise Charles Laughton paid the Oberlin Dramatic Association an impromptu visit in its studio yesterday afternoon. Expressing his desire to give the group more than a lecture, Mr. Laughton had several Oberlin Dramatic Association members perform brief selections from Shakespeare's "M i d s u m m e r Night's Dream." He gave the players valuable tips on teechnique, emphasizing particularly the importance of delivering the bard's iambic pentameter in a subtle rythmic way. In addition, to achieve greater teamwork, the noted actor instructed his pupils to toss tennis balls to each other as they recited the dialogue.

On finishing the Dicken's pasage, he said with a grin, "Well, I guess it is time for a smoke. I'll be back in ten minutes." The audience liked this informal way of announcing the intermission.

In ten minutes he was back, and, discarding the stand, told the audience he thought he would try some Shakespeare. Warm applause greeted this anouncement. He made a few remarks about the Elizabethan theatre, especially its lack of scenery, and the appeal to the imagination of the audience by the playwrights. To invite the audience to employ their imaginations in the selections he was going to give, he recited from memory the Chorus from *Henry V*, "O! for a Muse of fire, that would ascend the brightest heaven of invention." This is an invitation by Shakeespeare to the audience to use its imagination. At the "seminar" he told us that he always prefaced his readings from Shakespeare with this pasage. He recited this without the book but most of his selections were read seemingly from the text. He believes that the audience must always be conscious that it is hearing Dickens or Thomas Wolfe or Shakespeare or God rather than Charles Laughton. Of course, all the selections were practically memorized. He used the text merely as a matter of technique and occasional prompting.

At the "seminar" he told us that he wavered between the scenes from *A Midsummer-Night's Dream* and *Julius Ceasar*. He decided that this college audience would appreciate the Pyramus. Thisby preparation for the rehearsal and the actual rehearsal from Act I, Sc. II and ActIII, Sc. I. The various characters gave his voice an opportunity to run its gamut. What a voice! Quince, Snug,

Bottom. Flute. Snout. and Straveling —we envisioned them all. He brayed like an ass and sang off key for Bottom:

> The ousel-cock, so black of hue.
> With orange-tawny bill.
> The Throstle with his note so true.
> The wren with little quill.

After which he got a merry laugh from the audience when he read Titania's line:

> What angel wakes me from my flowery bed?

Pease-blossom. Cobweb. Moth. and Mustard Seed were never so delightful for. as Mr. Laughton observes. in one's imagination the fairies can be as small as one pleases.

Selections from the Bible were next. At the "reception-seminar" he told us he wavered between reading the story of the three Hebrew children in the fiery furnace and the story of David and Goliath. He decided to read Daniel 4:12-30 about Shadrach. Meshach and Abednego. Mr. Laughton in calling attention to the repetition reflected that perhaps Gertrude Stein in her obsession with repetition got the idea from this passage. The audience almost chanted the repetition of the "sound of the cornet. flute. harp. sackbut. psaltery. and dulcimer and all kinds of music. shall fall down and worship the golden image." During one repetition of these musical instruments Mr. Laughton playfully yawned. Again the rhythm of the passage was hypnotic. The three names. it will be recalled. are repeated many times and have pronounced accent. The care of the artist in building his program is shown in his selection of the 139th Psalm as his next number. The audience was entertained by the story from Daniel and was ready for the sublimity of his favorite Psalm. He asked that there be no applause after reading it.

> O Lord. thou hast searched me. and known me.
>
> Thou knowest my downsitting and mine uprising.
> Thou understandest my thought afar off.
>
> Thou compases my path and my laying down. and art acquainted with all my ways.

For many the reverent reading of this Psalm was the climax of the evening.

Only a great artist would have dared follow this Psalm with a reading of "The Little Prostitute" by Jammes. The story is direct, tender. and full of human understanding. He told us that it is very difficult to find copies of Jamme's stories.

Lincoln's *Gettysburg Address* was the concluding number on the program. Many in the audience remember his recitation of this in "Ruggles of Red Gap." At the "seminar" Mr. Laughton shook his head and chided himself for not including more of Lincoln in this, as he called it, "Lincoln country." He said he should have used Lincoln's first love letter, his first political speech before reading the *Gettysburg Address*. In doing this, we see, he would have been employing contrast. comparison and climax.

Mr. Laughton bowed to the prolonged applause, gathered up his books. and walked slowly to the entrance of the platform where he gave his armful of books to his manager. He sort of rushed back to the microphone, as if to give an encore, but said merely, "Shucks, it's easy!" At least Mr. Laughton made it look easy and the audience chuckled. and tucked away in their memories an evening they would recall many, many times with sheer delight —the bliss of solitude.

Mr. Laughton is at home in the college environment, because he is a student. For example, he made a special study of the reading tours of Charles Dickens and Fanny Kemble. He studied Chautauqua circuit. He came to the conclusion that he was carrying on an American tradition. He told us that the selections that Dickens had used so successfully, such as cuttings from Oliver Twist, would not go over with an audience today. His Christmas selection from *Pickwick Papers* instead of from *A Christmas Carol,* had, he thought, more audience appeal: it is meatier and the focus is constantly shifting. Charles Laughton knew what Clifton Fadiman pointed out in his article in *The Atlantic* for December, 1949 about the post-chaise. "Nowhere else in Dickens (except perhaps in the wondrous description of Tom Pinch's journey to London) is the poetry of the post-chaise so rich. Gissing thought the best coach drive ever put into words was that of the Muggleton Coach. Another admirer has said, 'You can't hold a copy of the 'Pickwick Papers' to your ear without hearing the coach-horns in it." His audience, one and all, were on the Muggleton Coach that night.

In his tour of Ohio colleges Charles Laughton lavished his time and talents on the students because he loves to be with them. He spoke fondly of his fifteen students of acting in Hollywood. Some were mentioned by name with evident affection. He shut his eyes and, running his hand over his face with a characteristically Laughton gesture, lamented the lack of opportunity for enthusiastic young actors in New York and Hollywood. He jokingly referred to himself at the "seminar" as a frustrated college professor. He says, "It is a friendly thing to read from books to large numbers of people. I have always been a nervous actor and scared of appearing before audiences. I have never yet been scared when I have had a bundle of books under my arm."

# SPEECH FOR INTERNATIONAL STUDENTS

ROBERT L. MULDER

Since World War II there has been a large increase in the number of foreign students in the colleges and universities of the United States. Their presence on the American campus is attributable in part to the influx of Displaced Persons, in part to provisions of the Fulbright Act, in part to the increasing importance of the academic resources of the United States. Many of the students find their way to a Department of Speech or English because of an inability to communicate adequately in English. Thus, colleges which formerly had only an occasional foreign student are now developing special courses or programs in communication for international students.

The purpose of this paper is to discuss present contents and methods of a speech course being developed for students in an American University who are learning English as a foreign language. This course has been developed by a Department of Speech in cooperation with a Department of English. The common characteristics and problems of the students who are enrolled in the course account for its contents. "Speech for International Students," a one-quarter, non-credit course, has been offered three times a year during the past three years. In an effort to achieve maximum efficiency the staff revises the syllabus frequently. Revisions take into account such considerations as the following:

1. Twenty-one countries have been represented in the classes, with most of the students coming from Southeastern Europe, Latin America, and Japan.
2. The typical enrollee has been in the United States only a short time. He is between eighteen and twenty-five years of age, and in about one case in four holds a degree from a university of his own country.
3. Previous study of English varies considerably within the group and the length of this study does not seem to be a reliable index of the student's ability to speak English. Some express themselves fairly well in English; others cannot order meals in a restaurant or carry on simple conversations easily. Reading English is not a major problem, but few of the students think in English.
4. Motivation for improvement varies widely, as does the reason for enrollment. Some wish to improve their pronunciation of English as a matter of polite learning; others are striving to survive in college.
5. Due to the press of other curricular requirements students can devote only a small portion of their academic time to the study of speech—a condition the teacher of speech has come to accept as normal.

Thus there are wide differences among international students in language background and motivation, their most striking similarity being interest in the common goal, improvement in the oral use of English. These students need a practical program that helps them (1) to comprehend English aurally, (2) to ex-

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press their thoughts both in speaking and writing, and (3) to enable their listeners to understand them. Such a program should be designed to provide skills essential for survival in college. Complementing studies in reading, writing, and speaking are advisable. Courses in reading and writing can meet the needs that go with term papers, assigned readings, and examinations. A course in speech can be reduced to listening, to spontaneous selection of words, and to saying the words intelligibly.

By and large, international college students cannot be cared for adequately in typical elementary speech or public address courses.

LISTENING

Villarreal[1] defines aural comprehension as "the ability to extract appropriate meanings from connected samples of the English system presented orally." This ability is an important goal in the course. Ten to fifteen minutes of each class meeting are devoted to listening practice. During this period the instructor reads sentences aloud. The students, in turn, try to reproduce each sentence approximately as the instructor said it. The sentences are related to the students' everyday experiences, e. g., "Please write your name in the upper right-hand corner of your paper," or "How about having a coke with me?" Phonograph recordings can be used to acquaint the student with various voices. Through this practice the student becomes familiar with inflectional patterns, elisions, distortions, and contractions of spoken English. As these sessions are repeated, the students report that oral English which at first seemed to be a succession of nonsense sounds, becomes less confusing and easier to understand.

A series of quizzes measure progress in listening comprehension. The quizzes can be patterned after tests used by Villarreal;[2] short stories with a series of questions about the content; the sentences that Hudgins, Hawkins, Karlin, and Stevens[3] recommend for measuring hearing loss for speech serve well. Also useful are the three pencil and paper tests of aural comprehension published by the English Language Institute (University of Michigan)[4].

SPONTANEOUS SELECTION OF WORDS

Efficient aural comprehension and expressive ability necessitate thinking in English and the avoidance of the laborious and inaccurate process of translating into English from the mother tongue. Thinking in English requires a large and active vocabulary. In spite of this, the student should be encouraged to abandon his dictionary, at least while in class. Dependence upon a dictionary retards his mastery of the language. By constantly looking up words, he overlooks clues to meaning that are provided in the context of reading or conversation. This will tend to reinforce translating and to retard thinking in English.

Many methods can be used for increasing vocabulary. Prepared lists of homonyms and homographs not only serve this purpose but also circumvent some confusions due to misleading spelling and pronunciation. These lists include words that are spelled differently but pronounced the same, as *fare-fair* and *dear-deer*, as well as some that are spelled alike but pronounced differently, as in "You can *lead* a cow to water, but a pencil is made of *lead*." Class discussion provides an opportunity for the student to reinforce his vocabulary and to receive help from his instructor in the use of new words. Assigned talks have been abandoned. Even though the speaker finds the session helpful, public speaking is time con-

suming and is not the principal objective of the course. An informal round-robin technique is more effective. One person begins with a centence, the next person adds a sentence, and so on with the instructor taking his turn. Though each student must listen carefully, he has little chance to use well-rehearsed sentences and phrases as he keeps up with a story that takes unexpected turns. Sound movies of life in the United States are also helpful.[5] If the film is stopped now and then, much can be taught about slang and English idioms.

Although the importance of formal usage cannot be discounted, most of the students find that an understanding of slang is important. A test of slang interests them and is easy to construct; for example, a list of slang words or phrases can be made into a multiple-choice test, as "dirty dig" is: (1) a cheap hotel, (2) a best seller, (3) a sarcastic comment, (4) a coal miner.

Training in phonetics was included in early programs. The students resisted this study: one reported that to him phonetic training, before his language habits had been well established, was like learning still another language. Also the phonetic symbols of the International Phonetic Association are rarely found in the dictionaries used by these students.[6] In spite of these difficulties, the I.P.A. symbols are excellent for contrasting the sounds of English with those of other languages.

When a delayed speech case is treated in a clinic, the correctionist works for speech, any speech, any approximations of speech, before he considers altering the crude sounds that seem to stand for speech. This is somewhat analogous to a foreign student's speech; at first the student is encouraged to approximate spoken English; after his vocabulary has increased considerably and he has begun to think in English, his attention should be directed to phonetic accuracy.

In short, a tool is needed, and the right one—together with a method—is still sought. It is stressed in this program, however, that time is an important factor and that consequently more emphasis is placed on helping the student to profit from his educational program than on making him talk like an American.

OBSERVATIONS:

If the average foreign student is to learn English well, he will profit most from using English exclusively for a considerable period of time. According to a time-honored custom the beginning student of a language acquires a gentleman or lady friend to speed the learning of the language. The bond between fellow countrymen may be a handicap; if the student spends much time with friends from his own country, his small daily gains in language may be lost. One married student always had difficulty when participating in class on Mondays—she and her husband spoke only Japanese on week-ends! Students living in dormitories with Americans usually progress in their speech more rapidly than do those living with countrymen or in an international house. But there is another side to this picture. The newcomer is bewildered and confused for the first weeks or months. Not only does he have to cope with a new language (and the speed with which it is used by instructors and students) but also with new customs, foods, and manners of dress. He is frustrated and homesick. To ask him to avoid people from his own country and to speak only English may be asking too much.

To summarize, some general observations regarding the problems of planning a short-term program for

foreign students who attend speech classes at the Ohio State University have been presented. Suggestions have been made on how to increase and test listening comprehension, how to build vocabulary, and how to stimulate spontaneous selection of words. Shortcomings of stressing only phonetic accuracy have been pointed out. Because references of interest to the teacher who is interested in the speech problems of foreign students are scattered, a selected bibliography is appended.

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# SUMMARY OF PROCEEDINGS; 1951 MILWAUKEE CONVENTION

WILLIAM M. SATTLER

The 1951 Convention of the Central States Speech Asociation was held in Milwaukee on April 20 and 21. Cooperating associations for the Convention were the American Educational Theater Association, the Wisconsin Speech Association, and the Wisconsin Speech Correction Association. The success of the Milwaukee meeting was based in large part upon the unity of purpose of the cooperating associations.

General sessions on *Speech in the Central States, Speech and Communication in* VTEV, and *Future Possibilities in Speech Training* were planned with special reference to the position of speech in today's world. Participants in these programs included Orville Hitchcock, State University of Iowa; W. Norwood Brigance, Wabash College; J. Martin Klotsche, President, Wisconsin State College; Hugo E. Hellman,, Marquette University; John Lucas, Carelton College; William M. Lamers, Assistant Superintendent of the Milwaukee Public Schools; and Karl Robinson, Northwestern University.

The sectional meetings in *drama* and *theater* were planned by the American Educational Theater Association under the general direction of Edwin Burr Pettet, Carelton College. Programs in *Theater Criticism, Liberal Arts Theater Curriculum, High School Production,* and two sessions on *Directing* were planned by: John Leland, Knox College; Elizabeth L. Buckmaster, Rockford College; Isabelle Bodden, Milwaukee Riverside High School; Arthur H. Ballet, University of Minnesota High School; and Leslie G. Mayer, Lake Forest Academy. The initiative and decision of Monroe Lippman, Tulane University, and Lee Mitchell, Northwestern University, 1950 and 1951 Presidents of A. E. T. A., made the cooperative program posible.

The meetings in *speech correction, speech science,* and *audiology* were perhaps the best attended seesions of the convention. Responsibility for designing the programs rested with Paul Moore, Northwestern University; Wendell Johnson, State University of Iowa; E. Thayer Curry, University of Illinois; D. E. Morley, University of Michigan; John W. Black, Ohio State University; Frank M. Lassman, University of Minnesota; and Gretchen M. Phair, Wisconsin Department of Public Instruction.

The sectional meetings in *interpretation* were planned by Charles P. Green, University of Oklahoma and Robert S. Breen, Northwestern University. Radio and television programs were directed by Forest Whan, University of Wichita; H. Clay Harshberger, State University of Iowa; and Howard Hovey, Eau Claire Senior High School. *Teaching of Speech* sessions were under the chairmanship of Leroy T. Lasse, University of Nebraska; David Potter, Michigan State College; and Hayden K. Carruth, University of Michigan.

*Public Address meetings* were planned by John W. Keltner, University of Oklahoma; Winston L. Brembeck, University of Wisconsin; Marie Hochmuth, University of Illi-

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nois; Robert H. Schacht, University of Wisconsin; and Hugo E. Hellman, Marquette University.

Special features which made the 1951 convention unusually attractive were: (1) the Association Luncheon and address by Andrew T. Weaver on *Some Values in Speech Education;* (2) the workshop on group leadership and communications under the chairmanship of Franklin S. Haiman, Northwestern University and Max E. Fuller, Grinnell College; (3) the assembly training class production under the direction of Carolyn Lillibridge; and (4) the reception and social hour sponsored by Shorewood High School and the Wisconsin Speech Coerection Association.

The work of the local arrangements committee and the enthusiasm of Wisconson teachers in general helped to make the convention an outstanding success. Special credit is due to Hugo E. Hellman, general chairman of the local arrangements committee, for his efficient leadership. Many others, including Raymond H. Myers, University of Wisconsin at Milwaukee, Grace Walsh, President, Wisconsin Speech Association, and Ruth L. Lillibridge, President, Wisconsin Speech Correction Association, likewise contributed materially to making the 1951 convention a highly valuable and pleasant conference.

# NEW BOOKS

HALBERT E. GULLEY, *Editor*

PUBLIC SPEAKING: PRINCIPLES AND PRACTICE. By Giles Wilkeson Gray and Waldo W. Braden. New York: Harper and Brothers, 1951; pp. xiv+581. $4.00.

Although admitting that they are "under no illusions of having written with a high degree of originality in either subject matter or organization," Gray and Braden, authors of *Public Speaking: Principles and Practices*, have succeeded in giving fresh emphasis to the precepts of the ancients. Confessing themselves unable to "improve upon" the classical canons of rhetoric, they nevertheless present a serviceable interpretation of those canons.

The author's avowed purpose is to stress the ethical point of view, calling attention to the fact that speech is a force in human relations for either good or bad. They achieve their purpose with a fair degree of success. The principal emphasis upon the ethical appears in Chapter I, entitled, appropriately enough, "The Attitude of the Speaker." The chapter amplifies Quintilian's concept of the good man speaking well, a concept which, in this reviewer's opinion, rightly should appear early in a speech textbook. Chapter I is perhaps the best in the book, particularly when it underlines the point that good speaking requires broad knowledge, a desire to communicate, honest thinking, and a realization of social responsibility.

The arrangement of the content of the book is practical, designed to lead the student logically into the principles of speechmaking. The first two of the twenty-two chapters deal primarily with the speakers, the next three with the audience, the remaining seventeen with the speech itself. The latter chapters consider the classical divisions: invention, arrangament, language, memory, and delivery, in that order. It is interesting to observe that Gray and Braden have included a chapter on memory, an aspect of speechmaking which is usually omitted or else touched upon casually. It is noteworthy, too, that the authors have wisely confined their material to a consideration of the principles of general speech, avoiding the all-too-frequent practice of tacking onto the book, as an apparent afterthought, a chapter or two on debate or radio. Certainly these two broad aspects of speech deserve more than the scant treatment possible in a single chapter.

The chief virtue of the book, aside from its re-emphasis of the classical canons, is its clarity. The student of public speaking should experience little difficulty in grasping the principles of effective speech making as Gray and Braden present them.

The book is written in a readable style, is printed in attractive type, and is amply illustrated with photographs. It is doubtful, however, that the photographs of "speakers in action" really serve any purpose other than to attract the reader's attention momentarily.

The book should prove an excellent text for a beginning public speaking course. If not used as a basic text, it could well serve as a supplementary reference.

RAY H. SANDEFUR, University of Akron

THE FUNDAMENTALS OF SPEAKING. By Wilbur E. Gilman, Bower Aly, and Loren D. Reid. New York: The Macmillan Co., 1951; pp. vx+608. $4.00.

Although parts of it have appeared in three earlier works by the authors, this text goes beyond these predecessors in the comprehensiveness with which it treats the field of speechmaking. It is an important addition to the books dealing with "fundamentals," and it will be received with particular interest by those teachers who look upon public speaking, with emphasis on rigorous preparation by the speaker, as the heart of fundamentals instruction.

The book is divided into eight sections, of which the first and the last are single chapters, well designed to involve the student reader actively in the business of improving his own speech, both as he approaches a period of formal instruction, and as he may look forward to further growth in speaking skill after he has completed a speech course.

A major part of the text considers the field of speechmaking from the standpoint of the individual public speaker: the preparation and delivery of the speech, the personal problems and resources of the speaker, the means to specific ends in speaking, the analysis of audiences, the problem of attention, and speeches for special occasions. There are also chapters which deal with additional speech forms. Speaking for radio and television is approached from the point of view of the sort of audience such speaking provides; reading aloud is considered in terms of the speaker's need to master ideas for speaking and reading. There are chapters on discussion, conference, debate, and parliamentary procedure. The field and the tradition of speechmaking each receives a separate chapter, as does the problem of listening to speeches. Sectional arrangement of all this material gives the text considerable flexibility for classroom use.

This book is written with uniform care, but the treatment of speech preparation in Part II is certainly one of its important contributions to the textbook field. The distinctions made between the speech outline and the full-sentence analysis, between the speech structure and the plan, contribute to a clear, thorough, and yet concise treatment of invention and arrangement. There is a notable emphasis upon intellectually responsible speaking. The speaker's "statement" shoulb be "objective" and "fair." Sound subject matter should be sought by the beginning speaker prior to his consideration of audience adaptation.

One marks the clarity with which the book is written, and the variety and aptness of its illustrative material, some of which draws upon the work of student speakers, as well as upon more familiar sources. One marks also its attention to the traditional field of rhetoric, and to the sort of detailed, prescriptive writing about speechmaking which has characterized that tradition. In this connection, there is some tendency in the text toward a piling-up of a tremendous number of concepts about speaking, and principles of speaking. Occasionally there are flat, prescriptive statements about speech which may trouble some readers, such as the unqalified injunction against the use of notes, or such statements as: "If audiences were always alert, intelligent, and

fair, the speaker's problem of adaptation would be simple. The chain of reasoning in the sentence analysis would be the speech."

This book continues and contributes to the classical viewpoint of speaking as a significant, mature, and responsible activity. It should serve as a useful text in any class seeking primarily the development of skill in speechmaking within that context.

DONALD K. SMITH, University of Minnesota

BASIC EXPERIENCES IN SPEECH. By Seth A. Fessenden and Wayne N. Thompson. New York: Prentice-Hall, Inc., 1951; pp. xii+427. $3.75.

To the many volumes bidding for the attention of the instructor of the basic course comes now an interesting and valuable addition. The new Fessenden and Thompson has much to reccomend it if it fits into the particular teaching situation. Generally, it is simple enough to please the student and sound enough to please the teacher. Its very few liabilities include the infrequent occasions on which the previous statement is untrue.

The book is written for use in the basic course in which the emphasis is upon public speaking, but it includes some material and assignments on allied basic speech activities. It would appear to lend itself most effectively to a one-semester course, or to a full year course with less than three meetings a week, since its compactness and developing organization does not provide a "breaking point" for the comprehensive two-semester situation. This could, of course, be remedied by some planning and imagination on the part of the instructor.

The most interesting and, to this reviewer, most valuable innovation is in what the authors call the "dynamic" organization. This is an organization by activities rather than rhetorical concepts; these activities are arranged in the form of a planned progression intended to allow the student to begin at a point where he cannot fail and move by degrees to more complex assignments. Because of this arrangement, it is one of the very few books, of the many intended for the basic course, in the use of which it is conceivable to move directly through the book chapter-by-chapter.

An introductory chapter is followed by two chapters presenting sound classical rhetorical princples of composition and delivery. These three could be assigned the first week. Then begins the "basic experiences in speech" for which the book is titled, beginning with reading aloud, and moving through public discussion and informal speaking to the more formal public address of the legislative assembly. Rhetorical theory is re-emphasized in a medial chapter at the point of departure into platform speaking. It would seem that these assignments are presented in an order both logically and psychologically sound.

Imaginatively conceived assignments and exercises follow each chapter, but it appears that a little too much emphasis is put upon the impromptu speech in the early assignments, which may encourage inadequate preparation. Perhaps this is a problem of definition, since the Fessenden-Thompson "impromptu" appears to be close to my "extemporaneous." There *is*, how-

ever, a definite danger of negative suggestion in the list of "points to be checked" for personal evaluation in Chapter Eight, particularly with reference to stage-fright.

These last comments, however, are details of little importance compared to the over-all merits of the book. *Basic Experiences in Speech* provides a sound but simple presentation and a logical and easily-used application of highly useful and academically respectable rhetorical theory.

ROBERT C. MARTIN, Lake Forest College

ARGUMENTATION AND DEBATE: TECHNIQUES OF A FREE SOCIETY. By James H. McBurney, James M. O'Neill, and Glen E. Mills. New York: The MacMillan Company, 1951; pp. vii+336. $3.50.

The text is a revision of O'Neill and McBurney's *The Working Principles of Argument* published by the MacMillan Company in 1932. Practical applications to everyday life are made and, as the preface states, "Argumentation and debate are presented as a technique of a free society."

The major subject material which is common to both texts seems more logically arranged in the revised edition. Evidence and argumentation are considered thoroughly before case construction is discussed. A new and very important chapter has been added on discussion as preparation for debate. No effort has been made to present a complete section on discussion. In keeping with the title of the text, discussion is only considered as it effectively relates to debate. One criticism that might be made here is that the discussion chapter might have followed directly after the chapter on analysis. The chapter on research that separates the two—anaylsis and discussion—might better be placed before the chapter on analysis. A debater should read before analyzing. One very complete chapter has been added on fallacies and stratagems. In the old book this material was not considered in a separate chapter.

In general the material in this text seems to be arranged as it might be taken up in a class in argumentation and debate. The authors start out by discussing the development of the proposition, go on to consider analysis, evidence, argumentation, case construction, fallacies and stratagems, and refutation and rebuttal, in that order, and finish with a discussion of the actual judging of the debate.

The final chapters in the text review the newer trends in debate and do a good job of explaining the various types of debate in use today. Also included in the new material is a section devoted to answering the many criticisms that have been made of debate in recent years.

Both books seem to make the same basic error of not giving enough consideration to case construction. Illustrations of the types of cases, along with explanations, would make this phase of debate more understanding to the beginning debater.

This book should rate among the better texts in the field; its scheme of arrangement makes it very adaptable for classroom use.

DON OLSON, University of Nebraska

GROUP LEADERSHIP AND DEMOCRATIC ACTION. By Franklyn S. Haiman. Boston: Houghton Mifflin Company, 1951; pp. vii+309. $2.50.

*"The democratic leader is engaged in reciprocal process.* He not only gives, but he takes. As others in his group grow stronger and more independent, he grows with them." Around this thesis Haiman has written a very readable and thought-provoking book aimed at bringing ". . . together in one place the philosophical-scientific background and the practical techniques of democratic group leadership."

In three parts, the book first sets out a theoretical framework for a point of view toward leadership. The second part deals with methods and techniques in the type of leadership described as fundamental to democratic group discussion. The third part of the book is a single chapter on training leaders for democracy.

Part one of the book provides a well documented and interesting study of the Dynamics of Leadership, Authoritarianism and Democracy, The Values and Limitations of Democratic Leadership, The Dynamics of the Group. Part two discusses the Group Leader as a Person; Leadership in International Relations, Scientific Method, and Cooperative Thinking; Resolving Conflict Thorugh Integration; and Resolving Conflict Through Majority Vote.

The general approach to leadership made here seems practical and realistic. It appears to cut quickly to the heart of many of the misconceptions and stereotypes concerning leader behavior in discussion groups. With considerable courage and forthrightness the author condemns the kind of leadership that is built entirely from the selfish and "great man" point of view.

Considerable emphasis is placed on the need for a more functional approach to leadership than is suggested in the traditional "quality" associated with good leadership. A graduate seminar in group leadership at the University of Oklahoma in the summer of 1951 felt that more specific work would have been included in the actual functions of leadership in relation to the needs of the group. Haiman suggests this in a very excellent chapter on the dynamics of the group but the suggestion does not seem to materialize in the latter part of the book which deals more specifically with the techniques.

One of the outstanding merits of the book is its readability. A number of sources and basic references are included in the footnotes and in a very well selected bibliography. In spite of the scholariness of the citations and the approach one is refreshed by the ease and the clarity of the style. This is an achievement rarely found in technical works of this type.

From a preliminary testing of the book it appears to be a very usable manual for beginning and advanced courses in discussion and group leadership. It provides an excellent starting point for a deeper "action" study of discussion leadership. In that respect it is significantly new and fresh in our field.

It would not be fair to avoid some of the weak spots. I feel that the book does not make clear the differentiation between reference groups and membership groups in the theoretical formulations. This is a very vital aspect of understanding group leadership in general and it is especially important in group discussion. The book implies some distinction but does not make this matter as clear as it does most other aspects.

The chapter on "Leadership in Scientific Method" is not as thorough as the rest of the book. While the basic processes are taken care of, one gets the impression of rushing over some basic areas of precision-work that are vital to the thought processes in discussion.

The emphasis on the psychological bases of leadership is excellent. It opens up an important area of study for the speech student in discussion. We have for too long avoided this aspect of our study of group discussion. (Blame it on our academic provincialism, if you like.) Haiman has courageously set his emphasis in this area and his work is not without distinction. In fact, I believe this book is one of the most stimulating works on group discussion to appear in recent years. Anyone who wishes to study discussion leadership in terms of the growing research and data and in terms of the contributions of psychology, social psychology, sociology, and speech will do well to examine this work with great care.

JOHN KELTNER, University of Oklahoma

DISCUSSION AND DEBATE. By Henry Lee Ewbank and J. Jeffry Auer. Second Edition. New York: Appleton-Century-Crofts, 1951; pp. x+492. $3.50.

DISCUSSION METHODS: By J. V. Garland. Third Edition Revised. New York: H. W. Wilson Co., 1951; pp. 376. $3.00.

These two books are revisions of two standard discussion-debate texts. The Ewbank and Auer book first made its appearance in 1941; the first edition of the Garland book (co-authored with Charles F. Phillips) appeared in 1938, with a second revised edition in 1940.

*Discussion and Debate* has been thoroughly revised and practically rewritten. Some of the major revisions include: (1) the omission of the chapter on "Development of Discussion and Debate," with the material now worked into other sections of the book; (2) a single chapter on "Analyzing the Audience" in place of the two chapters on audience in the previous edition; (3) eight chapters on discussion instead of the five in the earlier edition. These three changes, as well as most of the others, are decided improvements. The section dealing with group discussion, in particular, has been greatly improved. The re-writing has apparently been most extensive in this section and not only is there a more comprehensive coverage of the material, but also much of the recent research and experimentation in discussion has been incorporated. The only serious question one could raise with this portion of the book is whether or not the material tends to be rather academic. Very little is made, for example, of the use of discussion and conference in business and industry.

The rest of the book needs little comment. The material in Part I: "A Point of View," Part II: "The Problem," Part III: "The Listener," and Part V: "Debate," is all very sound.

Since its first appearance this book has been generally considered one of the standard texts in the fields of discussion and debate. This opinion is well deserved and this revision should, if anything, enhance the position the book

holds. The style is extremely good, clear, and readable, and the illustrations are timely and apt.

Garland's *Discussion Methods* differs from the previous editions chiefly in these two respects: (1) the addition of some material on sociodrama and group dynamics, and (2) the addition of material on televised discussion. The organization and general nature of the content of the book are essentially the same, and there has been little re-writing or change with the exception of the two additions mentioned. Of the 318 pages of actual text (excluding appendices) 71 pages consist of explanatory textual matter, while the ramaining 247 pages are examples of the various types of discussion and debate. Therein lies the chief weakness of the book. While the sample discussions serve a useful purpose, they occupy far too much space as compared with explanatory material. It should be noted, however, that the samples are, with the exception of one, new and recent ones and do serve the purpose of illustrating the type of discussion.

The chapter on "Sociodrama and Group Dynamics" is good but rather brief. The material in this chapter would probably be more useful if it were incorporated into the other chapters of the book, wherever it might apply. This kind of application was made with some conclusions from Group Dynamics; more of it would have helped.

The chapters are well organized and present the subject in a clear, logical fashion. As an anthology of types of discussion with brief explanatory introductions, this book is very good; as a text in the usual sense, it has the limitation of too much brevity of explanatory material.

EDD MILLER, University of Michigan

CREATIVE BROADCASTING With Twelve Scripts for Broadcast. By H. J. Skornia, Robert H. Lee, and Fred Brewer. New York: Prentice-Hall, Inc., 1950; pp.x+407. $4.50.

This new volume, the combined work of three men themselves well-grounded in the radio field, should find a secure place in classes devoted to teaching radio students, especially beginners. Harry J. Skornia, Radio Director and Chairman of the Department of Radio, Indiana University, and his colleagues, Robert H. Lee and Fred Brewer, have produced from their combined experiences in teaching and in active radio participation in *Voice of America* operations, production of well-known radio programs (*Classics Can Be Fun, From Freedom's Forge*), and successful script writing, a very usable, uncluttered text which should aid, not confuse, the beginning radio student.

*Preparation for Broadcasting*, part I of this text, presents in concise form to the student desiring either a cultural background or professional know-how, the necessary preparation for good broadcasting. It also presents problems dealing with station relations, music and copyright clearance, auditing and casting, microphone technique, choice of records for background music, sound effects, rehearsals, and the non-dramatic program. The book provides work with the script and makes clear the place of the producer in the radio program. The *Problems and Projects* which follow each chapter are especially practical, and should, therefore, aid materially student radio prepara-

tion. Although all chapters in this section are well done, *The Workshop Spirit* deserves special mention for its excellent advice on such problems as mutual criticism and cooperation, and the "star performer."

The scripts presented in Part II offer good material for workshop broadcasts. Finding suitable scripts well may become a bugaboo for the workshop class. Those presented in *Creative Broadcasting* not only are well-written, but are of such variety, both in length and subject-matter, that they should provide something suitable for any group of students, and should, at the same time, serve as examples for the script-writing class.

The *Appendixes*, seven in all, containing a radio bibliography, radio script sources, radio periodicals, yearbooks and reference manuals, sound effects and good music sources, licensing organizations, and a glossary, offer fingertip references for the busy student.

The faults of *Creative Broadcasting*, if any, are well outweighed by the practicality of the book, especially when it is considered as a possible text for beginning radio study.

ELBERT R. MOSES, JR., Eastern Illinois State College

TEACHING SPEECH IN THE SECONDARY SCHOOL. By Karl F. Robinson. New York: Longmans, Green and Co., 1951; pp. vii+438. $4.00.

"The purpose of this book," writes Professor Robinson in his preface, "is to give helpful suggestions and guidance to those teachers in training and in service who desire to teach speech in the secondary schools." The reader who bears in mind this modest statement of purpose has no reason for being disappointed in the content of the book.

The organization is logical. Part I, "Factors Affecting Speech Instruction," includes chapters on "Speech in Secondary Education," "The Speech Teacher in the Secondary School," "The Secondary-school Student," "The Administrator and the Speech Program," "School Facilities for the Speech Program," "The Speech Teacher and the Community," and "Relationships to Other Departments."

Part II, "Problems in Teaching the First Course," consists of "Planning the Curricular Speech Program," "Basic Principles in Getting Started," "Diagnosis, Evaluation, Testing, and Criticism," "Poise and Emotional Adjustment," "Teaching Communicativeness and Directness," "Bodily Action," "Voice and Articulation," "Language," "Speech Preparation," "Listening," and "Textbooks and Teaching Aids."

"Directing Extraclass Speech Activities and Contents" is the topic of Part III, with the chapter headings "An Orientation to Activities and Contests," "Individual Activities," "Discussion and Debate," "Judges and Judging," "Dramatic Arts," "Radio," "Choric Speaking," and "Speech Activities and the High-school Assembly."

As a reference work the book should be invaluable to the inexperienced teacher, or to the veteran teacher drafted to teach speech with insufficient background of academic training and speech experience. There is probably no other source which provides within a single binding so many itefs of fac-

tual information, ranging from a list of the optimum physical facilities for a forensics squad to the names and addresses of instructional film distributors, or so many expedient hints on how to win parents and influence administrators. The teacher who seeks a check-list to determine how closely his own speech program conforms to the norm need look no further.

It is moot, however, whether or not a book called "Teaching Speech in the Secondary School" should be confined to tangibles. The teacher (and, as well, the student) of speech is of course vitally concerned with every sensorily perceptible phenomenon. But he should be even more concerned with certain extra-sensory quantities. Professor Robinson conscientiously lists the activities (and the equipment necessary for them) conventionally engaged in in speech classrooms, on stages, and in front of microphones, but he neglects to evaluate the activities, avoiding the question of whether some might be improved as learning experiences, and others even dispensed with.

Professor Robinson has done a service to teacher training in the field of speech in presenting so useful a book. There is yet room for a book to supplement his practical suggestions and directions with an exposition of the philosophy of the teaching of speech in the secondary school.

HENRY L. MUELLER, University of Illinois

GERRIT J. DIEKEMA, ORATOR. By William Schrier. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1950; pp. xix+269. $3.50.

Professor Schrier deserves commendation for pioneering a relatively unexplored field of American rhetorical history and criticism, that of oratory of local, rather than national significance. Although his subject, Diekema, served briefly as United States Minister to the Netherlands, represented his district in Congress for four years, and was active in the national councils of the Republican Party for three decades, his name is virtually unknown to the great body of Americans today. He left no marked impress on our national history, but he made a profound impression upon the development of the Dutch community around Holland, Michigan, and on the political and religious life of his state. We are forced to agree with the author that this imprint of his speaking personality, coupled with the fact that he delivered "well over two thousand speeches" during his versatile career, amply justifies an investigation of Diekema's rhetorical training, practices, and achievements.

The author's arrangement of his material is unusual. Instead of following Diekema's oratorical career chronologically, he takes up, in this order: the relation of Diekema's personal qualities to his speaking, his political philosophy, his speech themes and ideas, his background, his audiences, his methods of speech preparation, his invention and arrangement and style, his delivery, his local and state-wide influence, his national speaking activities, and his ministerial career. This plan, with its inevitable repetition, tends to confuse the reader and is one of three factors detracting from reader interest in this book. A second detracting factor is the author's style, with many sentences more nearly resembling headings in an outline than smoothly expressed thought units. The third factor is the typography and format, which make reading difficult.

Another unfortunate consequence of the author's unusual plan is a lack of unity. Many facets of Diekema's speaking are discussed, but no complete picture of the speaker emerges. Nor is any complete speech situation presented. Instead, we are presented isolated sentences or paragraphs from various speeches to prove by example the generalizations about the orator's speaking characteristics. The result is that the individual trees tend to obscure the view of the forest.

Despite these faults, there is much of value in this study for the student of American public address. Certainly any one contemplating research in the field will find it helpfully suggestive.

N. B. BECK, Purdue University

A TREASURY OF THE THEATRE: From *Agamemnon* to *A Month in the County*. Edited by John Gassner. New York: Simon and Schuster, 1951; pp. xvii+718. $4.50.

Mr. Gassner is one who makes his revisions backward. Recently we had a re-doing of *From Ghosts to Death of a Salesman*, the *Treasury* volume concerned with modern drama. Now we have a revision of the one which precedes it as far as the chronology of the plays is concerned. Again we have an excellent and useful work.

Although this new volume is complete in itself, leading from the earliest drama to the beginning of realism, the plays included in it have been chosen, says Mr. Gassner in the preface, to prepare the reader for the second anthology, *From Ghosts to Death of a Salesman*. There is a continuity of thought and purpose which runs through both.

The sections of this new anthology are "The Classic Age," "The Oriental Theatre," "The Medieval Drama," "The Seventeenth and Eighteenth Centuries," and "The Romantic and Early Realistic Drama." The number of plays has been increased, and Mr. Gassner has provided extensive introductions to the sections, as well as to the individual plays. Incidentally, Mr. Gassner's version of *Oedipus the King* is in the book, as well as his versions of three Medieval plays.

NED DONAHOE, University of Illinois

# NEWS AND NOTES

LELAND M. GRIFFIN, *Editor*

## NATIONAL DEBATE PROPOSITION AND DISCUSSION QUESTION FOR AMERICAN COLLEGES AND UNIVERSITIES, 1951-1952

As of August 15, 1951, the Committee on Intercollegiate Debate and Discussion of the Speech Association of America announces the results of the preferential poll to determine the proposition and the question for nation-wide use during the season of 1951-1952. The accompanying table shows that the DEBATE proposition is:

Resolved, That the Federal Government should adopt a permanent program of wage and price control.

and that the DISCUSSION question is:

How can we as a nation improve our ethical and moral conduct?

If circumstances require a change during the season, the Committee may, by a three-fifths vote, alter the wording or move to a second-choice proposition or question. Any "official" interpretation is forbidden. Your representative on the Committee will be pleased to supply further information concerning the rules under which we operate. Questions may also be brought up in the open meeting of the Committee during the national convention.

Respectfully submitted,

T. Earle Johnson (Tau Kappa Alpha)
William Howell (Delta Sigma Rho)
Glenn Capp (Pi Kappa Delta)
Glenn Jones (Phi Rho Pi)
Glen Mills (S.A.A.), *Chairman*

## A DIRECTORY OF DISCUSSION AND DEBATE TOURNAMENTS FOR 1951-1952

ILLINOIS:

Illinois Student Legislative Assembly, Springfield, November 10, 11, 1951.

Annual Bradley University Invitational Speech Tournament, Peoria, November 16, 17, 1951.

Twentieth Annual Strawn Discussion Contest, Northern Illinois State Teachers College, November 26, 1951.

University of Illinois (Chicago Division) Fourth Annual Freshman-Sophomore Tournament, Navy Pier, November 30, December 1, 1951.

University of Illinois Workshop for High School Debaters, Urbana, December 1, 1951.

Greenville College Tournament, Greenville, December, 1951.

Illinois State Normal Twentieth Annual Invitational Debate Tournament, Normal, January 11, 12, 1952.

Eastern Illinois State College Fifteenth Annual Intercollegiate Debate Tournament, Charleston, February 2, 1952.

Northern Illinois State Teachers College Annual Invitational Debate Tournament, DeKalb, March 1, 1952.

Intercollegiate Debate League Meet, Loyola University, Chicago, March 21, 22, 1952.

INDIANA:

Manchester College Cross-Examination Debate Tournament, North Manchester, November 3, 1951.

Tenth Annual Tau Kapa Alpha Regional Conference, Purdue University, November 8, 9, 1951.

National Forensics Conference, Purdue University, December 14, 15, 1951.

Purdue University Novice Tournament, February 2, 1952.

Fifth Annual Delta Sigma Rho Invitational Tournament, Depauw University, February 16, 1952.

Indiana Interstate Peace Contest, University of Notre Dame, March, 1952.

Sixth Annual Hoosier Forensic Conference, Bloomington, March 7, 8, 1952.

IOWA:

Iowa State Teachers College Debate Meet, Ames, December, 1951.

State University of Iowa Annual Intercollegiate Conference on World Problems, Iowa City, November 30, December 1, 1951.

KANSAS:

Kansas State College Beginners Tournament, Manhattan, Nov. 10, 1951.

Bethel College Debate and Forensic Meet, North Newton, Nov. 16, 17, 1951.

MICHIGAN:

Albion College Discussion Meet, Albion, November 14, 1951.

MINNESOTA:

Annual St. Olaf College Women's Debate Tournament, Northfield, Minnesota, November 9, 10, 1951.

Minnesota Intercollegiate Debate Tournament, University of Minnesota, Minneapolis, April 4, 5, 1952.

Upper Midwest Junior College Debate Tournament, University of Minnesota, April 4, 5, 1952.

MISSOURI:

Washington University Second Annual High School Debate Institute, Saint Louis, November 3, 1951.

Fourth Annual William Jewell College Invitational Debate Tournament, Liberty, January 12, 1952.

Missouri State Debate Tournament, University of Missouri, April, 1952.

NEBRASKA:

State Teachers College Annual Invitational Debate Meet, Wayne, December 1, 1951.

University of Nebraska Intercollegiate Debate and Discussion and Conference, Lincoln, February 22, 23, 1952.

Nebraska Intercollegiate Forensic Association Meet, Midland College, March, 1952.

Province of the Plains Pi Kappa Delta Meet, Wayne, April, 1952.

OHIO:

Northeast Ohio Debate Conference Symposium and Discussion, Case Institute of Technology, October 20, 1951.

Denison University Non-Decision Debate Tournament for Ohio Colleges, Granville, November 3, 1951.

Ohio Intercollegiate Women's Debate Tournament, Capital University, November 30, December 1, 1951.

Northeast Ohio Debate Conference Novice Debate Tournament, Western Reserve University, Decembr 8, 1951.

Northeast Ohio Debate Conference Legislative Assembly, Obeerlin College, January 12, 1952.

Marietta College Second Annual High School Discussion Conference, Marietta, January 19, 1952.

Tenth Annual Buckeye Debate Tournament, Kent State University, February 9, 1952.

Ohio Intercollegiate Men's Debate Tournament, Capital University, February 22, 23, 1951.

Northeast Ohio Debate Conference Varsity Debate Tournament, Kent State University, March 8, 1952.

Ohio Speech Association Annual First Year Debate Tournament, Kenyon College, April 19, 1952.

Denison University Freshman Debate Tournament, Granville, April 19. 20, 1952.

OKLAHOMA:

East Central State College Forensic Meet, Ada, November 29, 30, December 1, 1951.

Annual Pi Kappa Delta Tournament, Phillips University, Spring, 1952.

## FORENSIC ACTIVITIES

UNIVERSITY OF AKRON: The debate team will meet the British representatives from Oxford University in an all-school debate assembly on December 6.

ALBION COLLEGE: Albion will again formally open the forensic season in Southern Michigan by sponsoring a discussion on the national debate topic, "Resolved, That the Federal Government Should Adopt a Permanent Program of Wage and Price Control." A tentative date, November 14, has been set. A number of experts in the field have been invited to share in the discussion. There will be delegates from ten to twelve Michigan colleges and universities participating in these meetings. Mr. Aggertt will take over varsity debate this year. Dr. Garland will continue to work with the novice and intramural program which was started last year.

BUTLER UNIVERSITY: The debate team will participate in intercollegiate meetings with schools within a reasonable traveling distance. Spring debates with Purdue, Ball State, University of Illinois, Miami University and Indiana University will be scheduled again. Freshman debaters will have the opportunity to present exhibition debates on the high school debate question to the high schools in Indianapolis and the surrounding towns.

CAPITAL UNIVERSITY: The Ohio Women's Intercollegiate Debate Tournament will be held November 30 - December 1, at Capital University. The Ohio Men's Intercollegiate Debate Tournament will also be held on Capital's campus, February 22-23.

DENISON UNIVERSITY: The following events will mark Denison's forensic season: the Oxford University Debate, November 28, with Richard Lugar and Tom Skidmore representing Denison; the TKA Regional Meeting; the Denison Non-Division Tournament for Ohio Colleges, November 2; the Ohio Speech Association Meeting in Athens, October 6; the Women's Debate Tournament at Capital, November 30-December 1; the finals in the Lewis Contest, January 14, with prizes totalling $100; Men's Debate Tournament at Capital, February 22-23; Women's Individual Events at Wittenberg College, February 15; Men's Individual Events at Marietta, March 14; and the Frosh Tournament, April 19-20.

DEPAUW UNIVERSITY: The season will be marked by the customary rounds of practice, contract and tournament debates and the two annual oratory contests. The fifth annual Delta Sigma Rho Debate Tournament will be held February 16. Inquiries concerning invitations to the tournament should be addressed to Mr. Forrest L. Seal.

EARLHAM COLLEGE: The department will be represented again this year at the Manchester College Cross-examination Debate Tournament on November 3 and at the Tenth Annual Nu Kappa Alpha Regional Conference at Purdue, November 8 and 9. Two debate teams will enter the Ohio Intercollegiate Women's Debate Tournament at Capital University early in December. A series of dual debates will be scheduled for the latter part of October and for November with women's teams from Indiana and Ohio.

EASTERN ILLINOIS STATE COLLEGE: On Saturday, February 2, the college's Fifteenth Annual Intercollegiate Debate Tournament will be held. Henry Lee Ewbank, Jr., is in charge of arrangements.

GOSHEN COLLEGE: This fall marks the beginning of the forty-sixth year of the Intercollegiate Peace Speech Association. National officers, members of the national revisions committee and state chairmen will meet in Chicago at the national convention, Friday, December 28, 1951. One of the subjects to be considered is the possibility of using tape recordings along with manuscripts for the national contest. This organization was founded in the central states area and has received strong support from the midwest from the first to the present.

HAMLINE UNIVERSITY: David Shepherd will serve as Assistant Debate Coach during the coming year. The debate team plans to attend tournaments at Iowa State Teachers College, St. Olaf, Fargo, Moorhead (Concordia), St. Thomas College, Eau Claire and the University of Minnesota. In addition, an audience debate may be arranged with Mundelein College in Chicago. Hamline will enter folk-tale contests for the first time, the readers being coached by Anne Simley, chairman of the Speech Department.

HILLSDALE COLLEGE: As a member of the Michigan Intercollegiate Speech League, Hillsdale will participate in the Discussion Festival, the Oratory Contest, and the Interpretative Reading Contest.

ILLINOIS STATE NORMAL UNIVERSITY: University High School of Illinois State Normal University will hold its annual invitational debate and discussion tournament on Saturday, December 8. The 20th Annual Invitational Debate Tournament is scheduled for Friday and Saturday, January 11 and 12, 1952.

UNIVERSITY OF ILLINOIS: The department will participate in the Illinois Legislative Assembly, Springfield, November 9-10; in the Bradley University Speech Tournament; in the State University of Iowa Conference, November 30 - December 1. The University will hold a workshop for high school debaters, December 1, and will continue the customary monthly parliamentary debates.

UNIVERSITY OF ILLINOIS, NAVY PIER, CHICAGO: The Speech Department will sponsor the fourth annual UIC freshmen-sophomore debate tournament. Last year thirty-six units from twenty-six colleges and universities participated. Teams will be sent to the tournaments at Bradley and Kirksville and a delegate will be sent to the Illinois Legislative Assembly. The campus program will feature an intramural tournament. Arrangements have been made this year to provide a series of split-team debates followed by forums at the Lawson Y.M.C.A. in Chicago. Last year the varsity debaters won the Men's Division Championship, Illinois Intercollegiate Debate League, and the first year debaters won the championship of the Junior Division, University of Wisconsin Tournament. University teams won seconds at Kent, Ohio, Kirksville, Missouri, and DeKalb, Illinois, and a third at Depauw.

INDIANA UNIVERSITY: On March 7-8, the Sixth Annual Hoosier forensics conference, sponsored by Delta Sigma Rho, will be held.

IOWA STATE COLLEGE: The college has twenty people out for intercollegiate forensics and expects about sixty in the Iowa State Debaters. The latter group will carry on weekly radio discussions and community visit programs as well as intercollegiate forensics. Fred Hagedorn and Richard Stanley will have the negative in a debate with the British team on the question of free health service, Tuesday, November 13. W. R. Underhill, who has been Director of Forensics, was recalled by the Air Force in May. Malcolm Sillars will serve as Acting Director of Forensics and will be working with James F. Huffman.

KENT STATE UNIVERSITY: On November 6, Kent State University will participate with Oberlin College in an all-day forensic triangle at the College of Wooster.

KENYON COLLEGE: A full program of intercollegiate debate both on the varsity and freshman levels will be undertaken by Kenyon College this year. The coach will be Herbert G. Myers. Tau Kappa Alpha will sponsor its usual spring inter-division forensic contest for individual events. Cash prizes will be awarded to the leading two-man team participating in this interdormitory speech contest.

LAKE FOREST COLLEGE: The High School Debate Clinic will be held on October 27. There will be a discussion — forensic assembly in the spring.

LINCOLN UNIVERSITY: While Willis N. Pitts, Director of Forensics, is on leave, Professors Cecil Blue and Errol Miller will be in charge of the Lincoln Debating Society.

MANCHESTER COLLEGE: The Manchester Cross-examination Debate Tournament will be held November 3. The school plans to be active in debate, discussion and oratory, and will participate in several debate tournaments, the Regional and National T.K.A. Conferences, the State Oratorical Contests, and the State Peace Contest in Oratory and Extemporaneous Speaking.

MARIETTA COLLEGE: The Second Annual High School iscussion Conference will be held at Marietta College on January 19. Topic: "The High School Student Looks to the Future — Earning a Living; Enjoying Living; and the Privileges and Responsibilities of Living in a Democracy."

UNIVERSITY OF MINNESOTA: The Minneapolis Intercollegiate Debate Tournament will feature the Upper Midwest Junior College event, and the Upper Midwest Freshman event. The tournament will be held at the University, April 4, 5, 1952.

UNIVERSITY OF MISSOURI: A full program of debate, discussion, and individual events is scheduled under direction of the Forensic Office and the Athenaean Society, student speech group. Audience debates of a parliamentary nature will be stressed this year, as in the past. In addition, Missouri will sponsor a debate clinic for high school debaters in Missouri, the State High School debate tournament, and the Missouri Speech Conference. An unusually large and active squad of debaters is now working on the national college and high school debate topics, as well as on topics of local and national importance.

UNIVERSITY OF NEBRASKA: The Nebraska State Speech Association will hold its annual meeting in Lincoln, October 20. The annual Speech and Debate Clinic for high school students will be held on the University of Nebraska Campus at the same time. The annual Nebraska Intercollegiate Debate and Discussion Conference will be held at Lincoln, February 22, 23.

NEBRASKA STATE TEACHERS COLLEGE: The annual Invitational Debate Meet will be held December 1. An oratorical contest will be held in conjunction with the debate. The Province of the Plains — Pi Kappa Delta Forensic meet will be held in Wayne during the year. The Nebraska Intercollegiate Forensic Association will meet in Midland in March, and activities will include debate, discussion, oratory and extempore speaking.

NORTHERN ILLINOIS STATE TEACHERS COLLEGE: The forensic activities of Northern Illinois State Teachers College through January will include the Illinois Student Legislative Assembly at Springfield, on November 9, 10; the Bradley University Tournament at Peoria, November 16, 17; the 20th Annual Strawn Discussion Contest, at DeKalb, on November 16. The national discussion question will be used in this contest. The High School Debate Tournament will be held at DeKalb, on December 15, and on January 11 and 12, the college will be represented at the Normal Invitational Tournament at Illinois State University. On January 26, the college will sponsor an Intramural Debate Tournament at DeKalb, and on January 29, the Local Extempore Speaking Contest will be held. The Oxford University Debate at DeKalb is scheduled for November 20. This will be a split team debate which will be followed by questions from the floor and division of the house.

UNIVERSITY OF NOTRE DAME: Beginning in 1952, Notre Dame will sponsor an annual invitational debate tournament for approximately twenty colleges. Notre Dame will be host in March to the Indiana section of the Inter-State Peace contests.

OBERLIN COLLEGE: Oberlin College will hold its Fourth Annual High School Debate Clinic on November 2. The keynote speaker will be Dr. William Haber, Professor of Labor Relations at the University of Michigan, and government manpower authority. Oberlin College will again play host, on January 12. 1952, to the annual Legislative Assembly of the Northeast Ohio Debate Conference.

OHIO NORTHERN UNIVERSITY: Debate teams traveling in the area (Routes 25 and 30) are urged to contact ONU for on-campus debates.

UNIVERSITY OF OKLAHOMA: The Speech Activities Club opened the new year with a group of sixty students. In addition to the regular inter-school activities program the club plans to emphasize on-campus activities such as student forums, campus conferences, and student speakers bureaus. The director of the organization is Victor Harnack, Instructor in Speech. Richard Wischmeier, graduate assistant, is the assistant director. Off-campus tournaments at which the University is to be represented include the East Central Forensic Meet at Ada, Oklahoma; the Rocky Mountain Speech Conference and Forensic Meet at Denver, Colorado; the Missouri Valley Forensic Tournament at Lawrence, Kansas; and the Tulane University Forensic Tournament. Intra-mural tournaments will include an extempore speaking contest, a debate tournament, and the Gordon Fuller Oratorical Contest.

PHILLIPS UNIVERSITY: The Kappa Chapter of Pi Kappa Delta will be hosts next spring to chapters of this province. The tournament will include contests in debate, oratory and extemporaneous speaking, with divisions for both men and women. The tournament will be under the direction of Harry H. Anderson, Oklahoma A & M College, who is Governor of this Province.

PURDUE UNIVERSITY: Purdue debate teams will be host to the following forensic events during the fall semester: The Tau Kappa Alpha Regional (Michigan-Indiana) Conference, in November; the Oxford University (British) debate; the Indiana High School Debaters' Conference and Legislative Assembly; and the National Forensic Conference, in December. In addition to these events Purdue men's and women's teams will debate the National and other propositions with other schools on and off the campus.

ST. LOUIS UNIVERSITY: An early meeting of the Pi Kappa Delta local is planned. Elections in the spring resulted in the following slate of officers: Joe Callahan, president; Jim Dowling, vice-president; Ron Rebholtz, secretary; Earl Cain, faculty moderator and coach of the debate squad. The debate schedule was organized the first week of school.

ST. OLAF COLLEGE: The Second Annual St. Olaf College Women's Debate Tournament will be held November 9 - 10. Invitations have been sent to all Minnesota Colleges and Universities.

SOUTHEAST MISSOURI STATE COLLEGE: The school plans to take part in the Normal University, University of Wisconsin, Missouri and Pi Kappa Delta Province Debate Tournaments, and will have a number of inter-school debates. Southeast usually takes part in about seventy-five debates a year.

WABASH COLLEGE: Wabash debaters will participate in the Tau Kappa Alpha Regional meeting, Purdue University, November 8 - 9, the Manchester Cross-Examination Tournament on November 3, and the Illinois Freshman-Sophomore Tournament, Navy Pier. A three-way "practice tournament" held on the campus last December was such a success that Wabash hopes to act as host to Depauw and Purdue Universities again this year, on or about December 13th.

WESTERN RESERVE UNIVERSITY: The university will conduct its usual series of exhibition cross-examination debates during October and November on the high school question. Teams will appear before high school audiences in Ohio, Michigan and Pennsylvania. Opponents will be Wayne University and the University of Pittsburgh.

WILLIAM JEWEL COLLEGE: A High School Speech Clinic will be held on Saturday, November 3. Non-competitive sessions in individual speech and debate will feature critical evaluations for the performers. The Fourth Annual Debate Tournament will be held on Saturday, January 12.

## RADIO AND DRAMA

UNIVERSITY OF AKRON: The Akron University Theatre will open the fall season with the play *See How They Run*. The production is under the direction of Donald S. Varian.

ALBION COLLEGE: Fall productions will begin with Noel Coward's comedy, *Blythe Spirit*, on October 19 and 20. On December 14 and 15, the Albion College Players will present *Darkness at Noon*.

AUGUSTANA COLLEGE: Fall productions scheduled by the Augustana Theater include *Edward My Son*, and Moliere's *Doctor in Spite of Himself*.

BUTLER UNIVERSITY: The Drama Department plans to stage a theatre-in-the-round production of *The Devil and Daniel Webster* and the Weill-Sundgard folk opera, *Down in the Valley*. The acting class is preparing touring groups of J. M. Barrie's *Twelve Pound Look and* Chekhov's *Marriage Proposal*.

CLARK COLLEGE: An arena production of *Caste* will be given October 27 and 28, and Gheon's *Christmas on the Village Square* on December 17. A series of great plays adapted for radio will be broadcast this fall.

DEPAUW UNIVERSITY: *The Heiress* and *Blythe Spirit* will be presented this fall. The new radio studios are now in full operation. They include a radio auditorium which can also be used for rehearsal, a large studio, a small newscasting room, a control room which has full vision to all other rooms, and a staff room. The studios are fully air conditioned and are located in the new Union Building. New shows this year are a farm program, a recorded religious program, and some new local talent shows.

EARLHAM COLLEGE: The Earlham College dramatic society, Mask and Mantle, will present the following plays during the fall semester: *Arms and the Man* by George Bernard Shaw, October 20 and 26; *Hedda Gabler* by Henrik Ibsen, December 7 and 8; and *Patience* by Gilbert and Sullivan. The latter will be given in cooperation with the Department of Music on November 16 and 17. Mask and Mantle will sponsor a Drama Clinic for High School students on November 17.

EASTERN ILLINOIS STATE COLLEGE: In the assembly on October 3, a class in radio, taught by Elber R. Moses, Jr., presented *The Long and Short of It,* a fourteen-minute play concerning the Lincoln-Douglas debates. In addition to giving the play, written by H. J. Skornia and Robert H. Lee, the class showed the audience some of the "behind the scenes" activities which are used in production of radio plays. Student speakers regularly participate in the college radio programs which are produced in the campus studio under the direction of Dr. Moses. Each day these thirty-minute programs are broadcaste by remote control over Station WLBH in Mattoon. The Eastern Illinois State College Players will present *Fashion,* the nineteenth century melodrama written by Anna Cora Mowatt, on October 18 and 19, as one of the features of the annual homecoming. E. Glendon Gabbard is the director.

HAMLINE UNIVERSITY: Two plays will be presented in the current season: *Hedda Gabler,* October 21-30, and *Under the Gas Lights,* December 3-5.

HILLSDALE COLLEGE: An arena production of *She Stoops to Conquer* will be the major undertaking of the fall semester. Programs of one-act plays will be presented by the Hillsdale College Tower Players, and by the Hillsdale College Mu Alpha Chapter of Alpha Psi Omega.

UNIVERSITY OF ILLINOIS: Productions scheduled for this fall semester are, *The Little Foxes,* directed by Barnard Hewitt, October 17, 18, 19 and 20; *Amphitryon* 38, directed by Ned Donahoe, November 14, 15, 16 and 17; and *Volpone, or The Fox,* directed by Charles Shattuck, January 9, 10, 11 and 12.

ILLINOIS COLLEGE: *The Corn is Green,* by Emlyn Williams, will be presented by the Hilltop Players on November 30th. The director is Octavis K. Frees.

ILLINOIS STATE NORMAL UNIVERSITY: The University Theater has chosen *The Curious Savage* for the Homecoming play. It will be produced three nights, on October 25, 26, and 27.

INDIANA UNIVERSITY: The following schedule of productions has been announced for the coming year: *Voice of the Turtle,* October 19, 20, 26, 27; *Goodbye, My Fancy,* November 9, 10, 16 and 17; *Silver Whistle,* December 7, 8, 14, and 15; *Madwoman of Chaillot,* January 11, 12, 18 and 19; and *Jordan River Revue,* March 5, 7, 8, 11, 12, 13, 14, and 15. The Brown County Playhouse operated from June 23 until September 2. It presented *A Murder Has Been Arranged, The Barker,* and *The Late Christopher Bean.* A series of eight original television programs will be presented through the cooperation of the Bloomington station and the department of Speech.

IOWA STATE COLLEGE: *The Madwoman of Chaillot* will be given by Iowa State Players on November 1, 2, and 3; and *The Miser* will be presented by the Laboratory Theatre on November 8, 9, 10, 14, 15, 16, and 17.

KENT STATE UNIVERSITY: Kent State's non-commercial FM station, WKSU, began its second year of community broadcast service with the addition of seeveral programs from the NAEB tape network. The Homecoming play at Kent State University will be *Born Yesterday*, presented by University Theatre under direction of G. Harry Wright, on November 7, 8, 9, and 10. On Saturday, January 26, the School of Speech of Kent State University will hold its annual Drama Clinic for high schools of Northeastern Ohio. Visiting speakeres from the professional and educational theatre, a full-length play, demonstrations, and discussions will make up the program. May 10 has been tentatively set as the date for the first annual One-Act Play Festival to be held by the Ohio Association of College Teachers of Speech at Kent State University. The School of Speech of the University and the University Theatre will be hosts.

KENYON COLLEGE: Plays to be produced by the Dramatic Club are *A Midsummer Night's Dream*, November 28, 29, 30, Dec. 1; *Winterset* by Anderson, February 20, 21, 22 and 23; and *The Playboy of the Western World*, by Synge, April 23, 24, 25 and 26. James E. Michael will direct.

LAKE FOREST COLLEGE: A workshop in creative dramatics will be conducted, Winifred Ward directing, November 5 through 16. The Garrick Theatre production for this fall is *The Rivals*, to be given on October 23 and 26. A second play is scheduled for December 11 and 14 and will be announced later. The Garrick Players are celebrating their Golden Anniversary this season.

LINCOLN UNIVERSITY: Present plans are to present *The Constant Wife*, by Somerset Maugham, on October 27, and Thornton Wilder's *Our Town* on January 18.

LINDENWOOD COLLEGE: The Mid-Western Division of the Intercollegiate Broadcasting System will hold its annual clinic at Lindenwood College, October 26-27. KCLC, Lindenwood, and KBIL, St. Louis University, will act as joint hosts to the meeting which will include representatives from approximately a dozen member and trial member stations.

MANCHESTER COLLEGE: The college has a wired-wireless radio station on the campus which has campus coverage. It is on the air from 6:30 to 7:00 AM, and 8:30 to 10:30 PM, Monday through Friday. All shows are student productions. *Two Blind Mice* will be presented on October 20 and there will be at least on other major dramatic production during the year.

MARIETTA COLLEGE: Chekhov's *Uncle Vanya*, Giraudoux's *The Madwoman of Chaillot*, and Congreve's *The Way of the World*, are the productions planned for the coming season.

MIAMI UNIVERSITY: Homer N. Abegglen will direct a November production of *Harvey*. Ronald C. Kern, formerly of the University of Idaho, will be the technical director for the show. In addition, the Miami University Theatre has scheduled a number of experimental productions for the fall season.

UNIVERSITY OF MINNESOTA: The University of Minnesota Theatre presents *The Consul*, by Gian-Carlo Menotti, October 19, 20, 22 through 28; *Papa is All*, by Patterson Greene, November 9, 10, 12 through 18; *The Bluebird*, by Maurice Maeterlinck, November 30, December 1, 3 through 9; *Billy Budd*, by Louis O. Coxe and Robert Chapman, January 18, 19, 21 through 27; and *Knickerbocker Holiday*, by Maxwell Anderson and Kurt Weill, February 8, 9, 11 through 17. The Young People's University Theatre presents *The Bluebird*, by Maurice Maeterlinck, on November 30, December 1, 3-8; and *Ali Baba*, by Louise Armstrong, April 25, 26 and May 3.

UNIVERSITY OF MISSOURI: During the summer session, the Starlight Theatre, on the roof of the Education Building, presented eight performances of *John Loves Mary* by Norman Krasna, six performances of a bill of one-acts which included *The Owl and Two Young Men* by E. P. Conkle, *Fixin's* by Erma and Paul Green and *Marriage Proposal* by Chekhov. The plays scheduled for the fall session are *Billy Budd* by Louis O. Coxe and Robert Chapmen, *The Corn is Green* by Emlyn Williams, *Darkness at Noon* by Sidney Kingsley, and *Madwoman of Chaillot* by Jean Giraudoux.

MONMOUTH COLLEGE: The program planned for the year includes Shaw's *Arms and The Man*, Kelly's *Craig's Wife*, to be given an arena production, and Cohn and Shores' musical comedy *The Bandmaster*. Howard Congwer is the director. The Crimson Masque organization is in charge of the production.

UNIVERSITY OF NEBRASKA: The University Theatre has announced its 1951-1952 season of plays as follows: *Othello*, October 30-31, *Idiot's Delight*, December 18-19, and *Street Scene*, March 25-26.

NEBRASKA STATE TEACHERS COLLEGE: *Three Blind Mice* is scheduled for production in December.

NORTHERN ILLINOIS STATE TEACHERS COLLEGE: The Dramatic Players expect to present *The Male Animal*, by Thurber and Nugent, in November; *Double Door*, by Elizabeth McFadden, during February; and the *Glass Menagerie*, by Tennessee Williams, in May. They will also present several one-act play programs during the year. For the Homecoming program, the Speech and Music Department's are presenting a dramatization of *The "Code of Ethics"* recently adopted by the Illinois Education Association.

UNIVERSITY OF NOTRE DAME: The Radio Dramatic Workshop will resume the series for WHOT, ABC station in South Bend. J. A. Fallon, Director of radio activities of station WND, announces the continuance of the "Date-Line—Notre Dame" program and the inauguration of two new educational programs—one on science, the other on Great Books, for WSBT, CBS station in South Bend.

OBERLIN COLLEGE: The Oberlin College Dramatic Association will stage *Charley's Aunt* as the first production of the season. In addition to campus performances, the play is booked for production in half a dozen northern Ohio high schools. Professor J. Stanton McLaughlin will direct. For the third year, Oberlin College will present a series of five half-hour radio programs each week. The programs originate over station WEOL, Elyria,

Ohio, and are carried by other independent stations in Northern Ohio. The "Oberlin on the Air" broadcasts are under the direction of Professor J. Jeffry Auer, Chairman of the Speech Department.

OHIO NORTHERN UNIVERSITY: Noel Coward's *The Vortex* will be presented in November. Miss Adra Ainslee has joined the staff of the University to direct the fall production.

UNIVERSITY OF OKLAHOMA: The 1951-52 schedule of broadcasts includes a weekly television program, "The Open Window", to be produced by Sherman P. Lawton; "Drama Time", to be produced by F. Donald Clark and Elwood P. Kretsinger; and "People You Should Know", to be directed by Mr. Clark. Mr. Kretsinger is constructing improved transmitting equipment for the campus station KUVY. WNAD and WNAD-FM have just moved into a new suite of seven studios, with advanced design and new facilities. A new apprenticeship system by which advanced students can get Workshop course credit by working at WNAD is being inaugurated. KUVY has added new recording equipment, and a TV director's control board is being installed in Kaufman Studios A and B.

PURDUE UNIVERSITY: Purdue Playshop this year is celebrating its Silver Anniversary with the presentation of six plays: *Harvey, MacBeth. The Wizard of Oz, The Glass Menagerie, Boy Meets Girl, and School for Scandal.* In addition to this regular program, several one-act plays will be presented on campus and off campus to clubs, service groups, and schools.

ROCKFORD COLLEGE: The fall production of the Rockford College Dramatic Club will be *The Trojan Women.* Elizabeth Buckmaster will direct the show. The production dates are November 30 and December 1.

COLLEGE OF ST. FRANCIS: *Lavender and Old Lace,* from the novel by Myrtle Cook, will be presented in November, and *Everyman* will be given in March. A "Better Speech Week" is scheduled for the month of April and will feature a series of one-act plays. Weekly programs from radio studios in the Speech Department will be broadcast over the facilities of WJOL.

ST. LOUIS UNIVERSITY: *Brother Rat* will be presented by the St. Louis University Theatre on October 5, 6, and 7; and on December 7, 8, and 9. Jefferson's *Rip Van Winkle* will be produced. Mr. Charles Paterson, instructor in Radio, is co-sponsoring the October regional meeting of the Inter-Collegiate Broadcasting System with Martha Boyer of Lindenwood College. St. Louis University will play host to the Regional High School Play Festival of the Catholic Theatre Conference. The Festival will be held the first week of February. A local festival is to be held at St. Joseph's High School late in January.

ST. OLAF COLLEGE: The following plays are scheduled for production this fall; *Harlequinade* by Radigan, and *Murder in the Cathedral.*

SOUTHEAST MISSOURI STATE COLLEGE: This year's productions will include *Harvey*, Tennessee William's *Summer and Smoke* and *Brigadoon.*

TARKIO COLLEGE: On October 25 and 26, three one-act plays will be produced under the direction of advanced students. The plays are *Over the Teacups*, by Percival Wilde, *Xingu*, by Thomas Seller, and *Suppressed Desires*, by Susan Glaspell. *A Connecticut Yankee in King Arthur's Court* will be presented on December 6 and 7 under the direction of John G. Fuller.

WABASH COLLEGE: Scarlet Masque will present *Light Up the Sky* by Moss Hart on October 25 and 26, and an evening of one-acts "in the round" on Decemeber 13 and 14. The short plays will include Elser's *Balcony Scene*, Wilder's *A Happy Journey* and Gerstenberg's *The Bot Boiler*.

WASHINGTON UNIVERSITY: Plays scheduled for fall production are *Death Takes A Holiday* and *Hell-Bent for Heaven*. In addition to these productions, plans call for staging of a bill of original one-act plays.

WILLIAM JEWELL COLLEGE: On November 1-3, the William Jewell Players will present *January Thaw* by William Roos. Virginia D. Rice will direct.

## SPECIAL PLANS

ALBION COLLEGE: Station WANR has been reactivated with a new console and transmitter. The station is under the direction of James W. Brock and a student staff. A variety program, with an emphasis on music, drawn largely from the transcription library which was a gift of the class of 1951, will be offered.

AUGUSTANA COLLEGE: The Augustana Theater plans to add evening courses in technical theater and in stage design. These additions to the drama curriculum will be directed by Earl Mundt, assisted by Tom Russell. Mr. Russell, who is a professional stage design artist, is a new member of the staff. KAUR, Augustana's campus radio station, has been reorganized for a more active year. Professor Harry Auchter of the Physics Department will handle technical problems, and Professor Hugo Carlson, Chairman of the Department of Speech and Dramatics, will have charge of the programming.

BUTLER UNIVERSITY: The Jordan College of Music was added to the university this summer. The need for a building to house the Jordan College is realized, and it is anticipated that plans for the building will include a theatre plant.

CLARKE COLLEGE: A new light switchboard will be installed in the Clarke College theater in time for the fall productions.

GOSHEN COLLEGE: In connection with the Annual Freshman Days, each entering student received a speech and voice screening test. Although this service is available for all students, it will provide the basis for a special follow-up test at the end of the freshman year for all students in the teacher education curriculum. Completed forms are filed in the personnel office with a duplicate in the speech clinic for all active cases.

ILLINOIS COLLEGE: When the new gymnasium is completed, the old athletic building will be converted into a theatre and rehearsal hall.

ILLINOIS STATE NORMAL UNIVERSITY: The Teacher College Board has approved the new graduate curriculum of the Department of Speech. A limited number of courses will be offered each semester, with a larger number scheduled for the summer. It will be possible for the student interested in Speech to concentrate in one of four areas: Speech, Education, Public Speaking, Speech Correction and Hearing.

IOWA STATE COLLEGE: The Department of English and Speech is preparing to augment course offerings in radio and television.

KENT STATE UNIVERSITY: Kent State University, the University of Akron, and the Akron public schools have formed a joint committee to further the cause of educational television in the Akron area.

LAKE FOREST COLLEGE: A new book, *The Lyceum*, 1826-1845, is being prepared by R. C. Martin.

LINCOLN UNIVERSITY: Plans are under way for the meeting of the National Association of Dramatics and Speech Arts to be held on campus, April 2-4, 1952.

LINDENWOOD COLLEGE: Equipment added to Lindenwood's Radio Department facilities includes a 16 mm. Bell and Howell motion picture camera to be used in the filming of short subjects. The camera will be used in radio classes for the purpose of demonstrating the role of the visual element as it applies to television.

MANCHESTER COLLEGE: A course in Speech Pathology and one in Language and Thought (General Semantics) are among new course offerings.

MARIETTA COLLEGE: A new music room has been added to the completely remodeled radio studio, and the range of the programs has been greatly increased. Plans for a new theatre are being considered.

MIAMI UNIVERSITY: The Speech Department has brought Robert D. Wallace from the University of Southern California to introduce the first course in television. Frank Robinson will come to the department in February from Ohio State to develop the curriculum in Speech and Hearing Therapy and to direct the Speech Clinic. Two new studio consoles are being added to the control rooms in the radio studios, and extensive improvements are being made in the wiring system of the campus radio station.

UNIVERSITY OF MINNESOTA: The name of the Department of Speech has been changed to Department of Speech and Theatre Arts in order to reflect more accurately the nature of the work offered in the division.

UNIVERSITY OF MISSOURI: During the summer of 1951, the University of Missouri Speech and Hearing Clinic provided special remedial speech training for seven children from various areas of the State. These children were brought to Columbia, maintained in a boarding home by means of funds provided by the local Altrusa Club, and were given daily speech therapy, individually and in a group. The children, boys ranging in age from 6 to 17, presented such problems as stuttering, cleft palate speech, and functional articulatory defects. Student clinicians receiving training in methods in speech therapy worked with the children under the supervision of the clinic

director. The clinic situation provided an opportunity for students in introductory courses to observe the work of the clinicians and to see the types of speech therapy used for the various defects. Visits will be made to the children in their own homes and schools as part of the follow-up program of the 1951 summer speech clinic for children.

NEBRASKA STATE TEACHERS COLLEGE: For a number of years the State Teachers College has offered a minor in Speech. This year the curriculum was expanded so that a major in Speech is offered for both the Bachelor of Arts and the Bachelor of Arts in Education degrees.

NORTHERN ILLINOIS STATE TEACHERS COLLEGE: During the past summer, a second "speech workshop" was established on the campus. The workshop program, affording an intensive six weeks' remedial speech session for children with organic speech handicaps, was a valuable experience in teacher education for the staff and students involved. The summer Speech Workshop was one of several similar programs offered jointly by various colleges in Illinois and the Division of Services for Crippled Children.

UNIVERSITY OF NOTRE DAME: Work has begun on the new O'Shaughnessy Liberal and Fine Arts Building which is scheduled for completion in 1953. The two million dollar buiding, when completed, will include facilities for all speech activities except theatre.

ST. LOUIS UNIVERSITY: The University Theatre is being extensively remodeled and work should be completed in about three weeks. The entire auditorium is being re-painted in a dark steel blue and white combination. A foyer and box office are being constructed in the rear of the auditorium. The master's degree offered by the Department of Speech has been changed from the M.Ed. to the M.A. New offerings include a special pre-school group class in speech correction for cerebrial palsied children and a twelve week institute on child care for parents.

TARKIO COLLEGE: The Tarkio College Theatre has been placed on a curricular basis by allowing students to enroll for ½ hour credit. The class meets once a week, and gives the group greater stability than was possible when meetings were held every other week on a club basis.

WESTERN RESERVE UNIVERSITY: An integrated M.A. and Ph.D. program is now available in both Speech and Dramatic Arts.

## PERSONAL NOTES

ALBION COLLEGE: Margaret Hatton, speech correctionist, will replace Gretchen Wright. Miss Hatton comes to Albion from the Cleveland Speech and Hearing Clinic.

BUTLER UNIVERSITY: Dr. George Philip Rice, Jr., Chairman of the Department of Speech and Drama, is the author of a new volume, *The Public Speaking of Queen Elizabeth*, which is being published by Columbia University Press.

CLARKE COLLEGE: A trip to Chicago for upperclass majors in Speech is planned for December or March.

DENISON UNIVERSITY: Robert J. Robbins is on leave this year for study at Northwestern University. His place is beeing taken by Pressley McCoy (A.B., Muskingum College), graduate student at Northwestern University. Martin J. Dean of the Newark Public Schools, speech therapist, has joined the staff this year. Lionel Crocker taught at Michigan State College this summer. Dr. Crocker, former editor of the *CSSA Journal*, is now First Vice President of the Speech Association of America and is programming the Chicago national convention. The Ronald Press has just published Professor Crocker's *Business and Professional Speech*.....

EASTERN ILLINOIS STATE COLLEGE: The Department of Speech is welcoming two new faculty members: McKenzie W. Buck and Henry Lee Ewbank, Jr. Mr. Buck has been directing the Speech Clinic since June 11. Mr. Ewbank, who joined the speech staff September 10, is to be director of forensics.

GOSHEN COLLEGE: Elaine H. Sommers was promoted to Assistant Professor in September. During the summer, Miss Sommers was the Goshen College Representative in the North Central Association Workshop at the University of Minnesota. She will present a paper on basic communication at the annual meeting of the Mennonite Board of Education, October 19, 1951. Professor John Umble, who has taught at Goshen College since 1925, is now Professor Emeritus of English and Speech. Although he is officially "retired," he continues his active connection with the college as Director of Alumni Relations. The work of the Department is now carried on by his son, Roy H. Umble (Ph.D., Northwestern). As a testimonial to Professor John Umble, the theme of the annual Speech Honors Banquet was a "quarter-century of forensic progress" and the program featured former students and debaters of Professor Umble who are now well established in business, education, and the church.

HAMLINE UNIVERSITY: David Shepherd (M.A., University of Minnesota) has been added to the Speech Department as instructor.

UNIVERSITY OF ILLINOIS: George W. McKinney is the new technical director of the Illini Theatre Guild. Technical assistants new this year are Alfred Brooks and A. Wallock. Mr. Thomas Finfgeld has been named assistant in Forensics. Research assistants in the Speech Laboratory are Patti Grubb, Charles Lee Hulton, Jr., and Frank Kodman, Jr. Assistants assigned to the Speech Clinic are Virginia Heidinger, Jay Melrose, Jo Anne Redfield and Matthew Rigler. Teaching assistants are William Roberts and Robert Scott. Professors Marie Hochmuch and Otto Dieter have been promoted to associate professor.

UNIVERSITY OF ILLINOIS (NAVY PIER, CHICAGO): Carl Pitt did graduate study at Purdue University during the summer session, and Leon Bloom did graduate work at Columbia and Southern California. Martha Denny traveled during the summer and made recordings of native Southern dialects. Wayne N. Thompson was promoted to the rank of Associate Professor. This year he is serving as First Vice-President of the Illinois Speech Association. He is co-author, with Seth A. Fessenden, University of Denver, of *Basis Experiences in Speech*, a Prentice-Hall publication in 1951. Carl

Pitt is serving as chairman of the committee on ushers for the approaching national conference of the SAA. Wayne Thompson is chairman of the committee on School Exhibits and Special Equipment. Leon Bloom and Janice Crews are members of the latter committee.

ILLINOIS STATE NORMAL UNIVERSITY: Dorothy Ecklemann is on leave of absence for the first semester in order to conclude her work for the doctorate at Iowa State University. Doris Richards, formerly of Michigan Normal, Ypsilanti, Michigan, is substituting for Miss Ecklemann during her leave, and is directing the work of all student clinicians. Miss Richards will continue as assistant to Miss Ecklemann upon the latter's return.

KENT STATE UNIVERSITY: Robert Stockdale and Robert Kent of KSU's public speaking staff are both doing graduate work at Western Reserve University in evening sessions; Stockdale in Speech and Kent in Law. The seventh addition in five years of J. N. Holm's *How to Debate Successfully* was published this fall by J. Weston Walch of Portland, Maine. Walton D. Clarke, newly promoted to the rank of Associate Professor and Director of Radio at Kent State, served as a judge for the finals of the high school radio contest at the fall meeting of the Ohio Association of College Teachers of Speech at Athens on October 5.

KENYON COLLEGE: Clifford Hamar has left to join the Speech and Drama faculty at the Eastern New Mexico University, Portales, New Mexico. Herbert G. Myers, a Middler in Bexley Hall, the Divinity School, will direct the forensic activities of Kenyon College for the coming year. Prior to entering preparation for the Episcopal ministry, Mr. Myers was a teacher of Speech and English at Ravenna High School, Ravenna, Ohio, and at Balboa High School, Balboa, Canal Zone. He has completed graduate work at the University of Wisconsin.

LAKE FOREST COLLEGE: Robert C. Martin will serve as chairman of the Committee on Consultations, SAA Convention, 1951.

LINCOLN UNIVERSITY: Donald Rene Todd (A.M., Denver), has been appointed instructor in English in the absence of Willis N. Pitts, assistant professor, who has returned to the University of Michigan to complete his doctorate in Speech.

MANCHESTER COLLEGE: Wayne L. Miller is acting head of the Speech Department in the absence of P. W. Keller. Mr. Keller is doing graduate work at Northwestern University.

MARIETTA COLLEGE: Roy A. Barnhart of the University of Houston has been appointed the new Director of Radio. The National Thespian Society of Cincinnati has just published a pamphlet by W. J. Friederich, *The Styles of Scenery Design*. W. J. Friederich and Ruth A. Wilcox have completed their new book, *A Guidebook for Speech Teachers*.

MIAMI UNIVERSITY: Five staff members have been added to the department this year. They are Frank Robinson from Ohio State, Robert D. Wallace from Southern California, Ronald C. Kirn from the University of Idaho, and Joyce Bohyer and Stephen C. Hathaway, Jr., from Michigan. Three teaching assistants are new in the department: Arthur H. Miller from DePauw, Kenneth Goldsberry from Idaho, and Normand Green of Idaho. Mary J. Calhoun holds a research assistantship.

UNIVERSITY OF MINNESOTA: Bryng Bryngelson, for many years the director of the Speech Clinic, has resigned his administrative post, and is devoting full time to teaching and research. Ernest Henrickson has been named the new director of the Speech and Hearing Clinic. E. W. Ziebarth, Chairman of the Department of Speech, was presented the Radio Council Award for Distinguished News Analysis, 1951.

UNIVERSITY OF MISSOURI: Among new members of the faculty of the Department of Speech and Dramatic Art this fall are: Frank W. Norwood, instructor in Speech; Mrs. Thelma Trombly, assistant in the Speech and Hearing Clinic; Donald R. Smith, recording technician; and Denslow Bolte, student assistant to help with the technical work of the University Theatre.

MONMOUTH COLLEGE: Jack Mills, who is replacing George Scharf as forensics director, received his A.B. and M.A. at the University of Florida. He was assistant in Speech at the University of Illinois, 1948-1951.

UNIVERSITY OF NEBRASKA: Ernest Burgi (M.A., University of Denver) has joined the staff as instructor in Speech Correction in Extension. He replaces Harlan Adams, who, after three years in the above position, has joined the on-campus staff. Assistant Professors Paul Bogen and Clarence Flick have been recalled to active duty with the armed services. Their work is being handled temporarily by Gaylord Marr and Harlan Adams. John Tolch (M.A., Michigan State University) has been appointed instructor in Speech and Dramatic Art, and technical director of the University Theatre. He replaces William Ellis who resigned to continue study towards his Ph.D. at Louisiana State University. Mr. Dean Graunke, former instructor of Speech and Dramatic Art, is now employed in a similar position at Williamette University, Salem, Oregon. Max Whittaker, assistant professor in Speech and Dramatic Art and director of the Experimental Theatre, has returned to the University after a leave of absence to work toward his Ph.D. at Stanford University.

UNIVERSITY OF NOTRE DAME: John D. Tumpane has been added to the faculty. Mr. Tumpane, who holds an M.F.A. from Yale and formerly taught at Loras College, Dubuque, Iowa, serves as instructor in Speech and assistant in the University Theatre. A regular feature of the work of the radio classes is a field trip to the Chicago Radio and TV stations. J. A. Fallon and W. J. Elsen are acting in speaking engagements for the United Fund Campaign in St. Joseph County. Mr. Elsen was the keynote speaker for the Community Chest kick-off luncheon, October 4.

OBERLIN COLLEGE: Robert G. Gunderson has recently been promoted to associate professor of Speech. He is director of the intercollegiate forensic program at Oberlin. Articles dealing with the history of American public address by Professor Robert G. Gunderson recently appeared in *Journal of Southern History* and the *Maryland Magazine of History*. The current *New York History Magazine* carries an article in the same area by J. Jeffery Auer. William Hayward has recently been apointed assistant in Radio.

UNIVERSITY OF OKLAHOMA: Recent additions to the staff of the Department of Speech are: John Louis Boland (Ph.D., University of Michigan), assistant professor of Speech and supervisor of clinic practices in speech therapy; Alice Burtnett (M.A., Western Reserve University), assistant professor of Speech and supervisor of teacher training for the deaf; Dorothy L. Burt (M.A., Northwestern University), instructor in Speech; Jack Pearson (M.A., University of Michigan), instructor in Speech; Robert Miller (M.A., University of Oklahoma), field consultant in Speech and Hearing; Robert Victor Harnack (M.A., University of Oklahoma), instructor in Speech. Promotions: John W. Keys from associate professor to professor; John W. Keltner from assistant professor to associate professor; and Elwood Kretsinger from instructor in Speech to assistant professor of Speech. Two members of the speech staff completed work for the Ph.D. degree in August: Jack E. Douglas, Northwestern University; Elwood Kretsinger, University of Southern California. Wilma H. Grimes, instructor in Speech, has been granted an extension of leave of absence to continue work toward the Ph.D. degree at the University of Illinois.

PURDUE UNIVERSITY: N. B. Beck, director of debate, has been promoted to Professor of Speech.

ROCKFORD COLLEGE: Mildred F. Berry is on leave for the first semester and is traveling in Great Britain and on the continent. Miss Atwood Hudson is teaching speech pathology and is director of the Speech Clinic.

ST. LOUIS UNIVERSITY: Donald C. Mullin of the University of Iowa has replaced White Jacob as technical director of the St. Louis University Theatre. Mr. Jacob was recalled to the service. Robert A. McCormick, director of the University Theatre, has been promoted to the rank of assistant professor.

ST. OLAF COLLEGE: Ralph Haugen has been promoted from instructor to assistant professor of Speech. Raymond F. Shepherd has been employed as instructor in Speech and speech correction. Mr. Shepherd completed his M.A. at Cornell University this summer. Kenneth G. Wilkens, assistant professor of Speech, is on leave of absence to work on his doctorate at Northwestern University.

SOUTHEAST MISSOURI STATE COLLEGE: Jerry McNeely, formerly in charge of dramatic activities, is now in the Army. His place is being taken by Douglas Wells (M.A., University of Iowa). Wayne Thurman, in charge of Speech Correction, is studying at Purdue University. Mrs. Marjorie Bearss (M.A., Purdue), is substituting for Mr. Thurman.

TARKIO COLLEGE: In July, 1951, Robert L. Richey attended the Park College Summer Leadership Training Conference. The conference served as orientation for his new task as advisor to the Youth Fellowship of the First Presbyterian Church in Tarkio. This fall Professor Richey will present a training program for church school workers. The program will make use of film strips and tape-recorded narration.

WASHINGTON UNIVERSITY: Earnest Brandenburg, assistant professor of Speech, is on leave for the coming academic year. Dr. Brandenburg is serving on the Communication Skills staff of the Air University, Montgomery, Alabama. Louise Goble (M.A., Northwestern University) is the new director of forensics, replacing Edward E. Markert. Mr. Markert is now living in Tucson, Arizona. Willard F. Bellman (Ph.D., Northwestern University) is now technical director of the Washington University Theatre. Dr. Bellman will also serve as technical advisor to Thyrsus, student dramatic organization. In the absence of Guy Cardwell, Professor Donald Bryant is serving as acting head of the Department of English.

WESTERN RESERVE UNIVERSITY: The University now sponsors an hour and a half weekly TV program and offers two credit courses taught by television. Warren Guthrie is the "Sohio Reporter" each week night at 11:00 on a State-wide TV network. The program is sponsored by Standard Oil of Ohio.

WILLIAM JEWELL COLLEGE: Mrs. Paul Zillman has been added as a full time member of the teaching staff.

## MISCELLANEOUS

UNIVERSITY OF AKRON: Miss Elizabeth Hittle is directing a special Speech Clinic for children of school age. The clinic is now one of the regular community services offered by the University.

UNIVERSITY OF ILLINOIS: Enrollment in the Speech Department this fall is almost fifty percent more than that planned for by the University administration. Total enrollment for the Chicago Undergraduate Division, University of Illinois, is slightly greater than that of a year ago.

ILLINOIS STATE NORMAL UNIVERSITY: During the summer, lightning struck the tower of the building in which the radio studio is located. Extensive fire and water damage led to a decision to rebuild the studio unit so that it would be more up-to-date. The work should be concluded early this fall. Other projects include a "listening laboratory" for students in speech courses. Three Web-Cor tape recorders have been purchased for use in the laboratory.

MARIETTA COLLEGE: The Drama, Art and Music Departments are planning a Fine Arts Week for the second semester. The program will include an original monodrama, cencerts and exhibits.

UNIVERSITY OF NEBRASKA: The university announces the following placements for its M.A. graduates of last year: Dale Anderson, instructor in radio, San Francisco State College; Mrs. Phyllis Bush, instructor in speech and dramatics, Minden, Iowa, Public Schools; Frank Hale, instructor in public speaking and debate, Oakwood Junior College, Huntsville, Alabama; Herman Harney, Field Farm Service Director, KFAB, Omaha, Nebraska; Addie Hunter, speech correctionist, Lincoln Public Schools; William Kunhart, instructor of speech and dramatics, Tecumseh, Nebraska Public Schools; Gaylord Marr, instructor in speech and radio, University of Nebraska; Mrs. Alta Reade, speech correctionist, Plattsmouth Public Schools. Sally Cattle, who has been speech correctionist at Dr. Bruner's Cerebral Palsy Clinic in

Kansas City, has taken a position as therapist for the cerebral palsied in the Lincoln Public Schools.

ST. LOUIS UNIVERSITY: Professor William P. Sandford is offering a special institute in Business Speech for the School of Commerce and Finance.

## EDITORIAL NOTE

The readers of the *Central States Speech Journal* deserve an explanation for the late arrival of this issue. At the time the editorship was changed the former printer asked the Association to secure another printer. The Executive-secretary and the Editor obtained a number of estimates, which required excessive time and delayed the final choice of printer. Additional time was lost when the new printer's staff became ill while preparing the present issue. It is evident, however, that the choice of printer was an excellent one and a fine working arrangement has been established.

The cost of printing has increased in all parts of the country. Certain space-saving changes have been made in the format of this issue to allow for a slight reduction in the number of pages. Comments and suggestion from the readers will be welcomed.

Every reader of the C.S.S.J. should accept this paragraph as a direct invitation to submit manuscripts: your own and those of your colleagues. The *Journal* represents all phases of Speech and the editors are anxious to encourage the writing of the younger members of the profession. Material may be sent to the Editor or to any of the Editorial Board.

## IN MEMORIAM

Edwin P. Trueblood, Earlham College Professor of Speech Emeritus and pioneer in the field of speech, died at his home on College Avenue, Richmond, Indiana, on April 5, 1951, at the age of eighty-nine. He graduated from Earlham in 1885 and did graduate work at the University of Michigan, receiving his B.L. degree there in 1887. He founded the department of speech at Earlham the next year and taught courses in public speaking at Earlham the next year and taught courses in public speaking, debate and oral reading at the Quaker institution until his retirement in 1939. He promoted the extra-curricular program in speech with great enthusiasm and was successful in training many winning orators and debaters. Intercollegiate debate for men was initiated by Professor Trueblood in 1897 and a women's debate program was started in 1906. In this same year he collaborated with representatives from Manchester and Goshen Colleges to found the Intercollegiate Peace Speech Association. He served as President of the Indiana Teachers of Speech in 1930 and assisted in the organization and management of the Indiana Debate League. He made a significant contribution to the recognition and growth of speech courses and activities in colleges and universities of Indiana and the Midwest.

Professor Trueblood was successful in his work with students because he believed in them. His simple faith and kindly spirit encouraged debaters and orators to do their best for him and for their alma mater. There is a striking similarity between his life and that of his older brother, Thomas Clarkson Trueblood, who survived him by only two months and who served the University of Michigan for many years.

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All C. S. S. A. members should note that the Speech Association of America discontinued regional memberships as an option on the Sustaining Membership of of that organization.

Therefore the April, 1952 issue of the **CSSA Journal** will be the last copy to be received by those who paid through the S A A office. Hereafter all subscriptions and membership will have to be paid directly to the Secretary of C. S. S. A.

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For information about the School of Speech, address
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### DEGREES

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| Bachelor of Science | Master of Arts | Doctor of Science |

**Courses** ● **Public Speaking and Rhetorical Criticism:** Fundamentals of Speaking, Public Speaking, Discussion, Conference and the Open Forum, Theory and Practice of Argumentation, Elements of Persuasion, Advanced Public Speaking (2 courses), Contemporary Public Address, History of Public Address (2 courses), Studies in Argumentation and Discussion, Classical and Medieval Rhetorical Theory, Renaissance and Modern Rhetorical Theory, Seminar in Public Address (2 courses). ● **Interpreation:** Introduction to Dramatic Iinterpretation, Shakespearean Characterization, Study of Characterization in Modern Drama, Interpretation of Modern Poetry, Theory of Oral Reading. ● **Theater:** Theater Appreciation, History of the Theater, Elements of Pray Production, Fundamentals of Stagecraft, Fundamentals of Directing, Fundamentals of Makeup, Character Portrayal, Historical Styles of Acting, Stage Lighting, Scene Design, Directing and Producing, Costuming and Costume History (2 courses), Community Theater, Studies in Theater History (2 courses), Period Scene Design, Production of Period plays, Seminar in Dramatics. ● **Radio and Television:** Introduction to Broadcasting, Radio Speaking, Radio News and Special Events, Radio Dramatics, Direction of Radio Programs, Stage and Radio Diction, Writing for Radio, Television Techniques, Radio Workshop, Radio and Television Program Policies, Seminar in Radio and Television. ● **Speech Science:** Introduction to the Scientific Study of Speech, Biolinguistics, Introduction to Phonetics, General Phonetics, Science of Speech Improvement, Principles of Speech Correction, Dynamic Phonteics, Individual Differences, Development of Spech Specificity, Study of Speech Disorders, Methods of Speech Diagnosis, Hearing and Audiometry, Hearing Rehabilitation, Phonetics, Acoustics of Speech, Aphasia Therapy, Anatomy and Function of the Vocal Apparatus, Statistical Techniques in Speech Science, Seminar in Research Methods in Speech Correction, Practicum in Spech Therapy, Practicum in Diagnosis of Speech, Practicum in Hearing Research and Therapy, Theories of Hearing, Seminar in Phonetics (2 courses), Seminar in Speech Pathology, Seminar in Voice Science, Systematics of the Science of Language, Internship in Speech Correction, Seminar in Experimental Studies of Speech Science. ● **Pedagogy:** Teaching of Spech Correction, Practice in Speech Correction, Teaching of Speech, Direction of Forensic Activities, Teachers' Workshop in Radio, Teachers' Workshop in Dramatics, Philosophy of Speech Education, Methods of Research, Problems in the College Teaching of Speech.

**Address G. E. Densmore, Chairman, Department of Speech**
**University of Michigan, Ann Arbor**